DOCUMENT RESUME

ED 354 001 IR 054 377

AUTHOR Douglas, Marilyn E., Comp.
TITLE Taking New Paths...Report of the Institute on Following Dewey's Paths (Albany, New York, November 7-8, 1990).
SPONS AGENCY New York Library Association, New York.
PUB DATE Nov 90
NOTE 72p.; The paper by Shubert and Dyer is reprinted from "The Bookmark," v48 n1 Fall 1989.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Certification; Demography; Employment Opportunities; Futures (of Society); Graduate Students; Higher Education; *Labor Needs; *Labor Supply; *Librarians; Library Associations; *Library Education; Library Statistics; Long Range Planning; Masters Degrees; Occupational Surveys; Policy Formation; Professional Continuing Education; Recruitment; State Programs; Tables (Data)
IDENTIFIERS *New York

ABSTRACT

This report includes the proceedings and seven pre-institute papers of this institute, which was attended by representatives of the library profession, the educational hierarchy of New York State, seven of New York's library schools, and library personnel specialists from the American Library Association, in order to formulate recruitment, education, and certification strategies to counter New York's shortage of librarians during the 1990s. The report outlines the background of the goals and objectives; of the institute; presents highlight of institute presentations; outlines problems, needs, and suggestions identified by attendees relating to recruitment and retention, the traditional library science degree, external degrees, continuing education, assessment, and certification; offers observations of the New York Library Association (NYLA) Committee on the Profession; and highlights recommendations for action. Appended papers prepared for the Institute are: (1) "The Dewey Eyed Path to the MLS." (Richard S. Halsey); (2) "New York State Demographic Trends: Overview" (Robert S. Scardamalia); (3) "Labor Force 2000: Projections for New York State and Economic Development Regions" (Vincent DeSantis); (4) "Who Are We? A Profile of Students Enrolled in Programs of Library and Information Science in New York" (William E. Moen); (5) "Occupational Projection for Librarianship in New York State" (Alan Schelp); (6) "The Role of Continuing Education in the Development of New York Librarianship" (Charles R. McClure); and (7) "An Additional Means of Delivering Library Education" (Joseph F. Shubert and Patricia Dyer). (KRN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED354001

New York Library Association
Committee on the Profession

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Taking New Paths...
Report of the Institute on *Following Dewey's Paths*

Prepared by Marilyn E. Douglas, Chair

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY
Susan Keitel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Following Dewey's Paths

An institute to formulate recruitment, education, training & certification strategies to counter New York's shortage of librarians during the '90s.
Albany, NY: November 7 & 8, 1990

IR054377

BEST COPY AVAILABLE

Taking New Paths...
Report of the Institute on *Following Dewey's Paths*

New York Library Association
Committee on the Profession

Prepared by Marilyn E. Douglas, Chair
Spring, 1992

Following Dewey's Paths

An Institute to formulate recruitment, education, training & certification strategies to counter New York's shortage of librarians during the '90s.
Albany, NY; November 7 & 8, 1990

New York Library Association
252 Hudson Avenue
Albany, NY 12210-1802

ISBN 0-931658-41-1

1992

Taking New Paths... Outline

I. **Institute Background**
   A. Problems/Responses
   B. Goals/Objectives
   C. Synopsis

II. **Development of Ideas**

   A. Challenges by Institute Speakers
      ~*R. Wedgworth*
      ~*W. Cooper*
      ~*J. Robbins*

   B. Institute Topic Summaries:
      problems, needs and suggestions put forth by attendees

      1. *Recruitment*
      2. *Retention*
      3. *The 'Traditional' Library School MLS*
      4. *'External' Degrees*
      5. *Continuing Education*
      6. *Assessment & Certification*

   C. Institute Observations—Attendees

III. **Institute Observations—Committee on the Profession**

IV. **Recommendations for Action**
   ...for NYLA Council
   ...for the Committee on the Profession

V. **Appendices**
   A) List of Attendees *(not attached to this report version)*
   B) Pre-Institute Papers *(attached to this report version)*
      ~ Richard Halsey: *The Dewey Eyed Path to the MLS*
      ~ Robert S. Scardamalia: *New York State Demographic Trends: overview*
      ~ Vincent DeSantis: *Labor Force 2000: projections for New York State and economic development regions*
      ~ William Moen: *Who are We? a profile of students enrolled in programs of library and information science in New York*
      ~ Alan Schelp: *Occupational Projections for Librarianship in New York State*
      ~ Charles R. McClure: *The Role of Continuing Education in the Development of New York Librarianship*
      ~ Joseph F. Shubert and Patricia Dyer: *An Additional Means of Delivering Library Education*
   C) Agenda *(not attached to this report version)*

Taking New Paths...

On November 7th and 8th, 1990, *Following Dewey's Paths; an Institute to formulate recruitment, education & certification strategies to counter New York's shortage of librarians during the '90s* was convened in Albany. There more than 80 representatives from the library profession, the educational hierarchy of the State, seven of New York's library schools, and library personnel specialists from the American Library Association charted paths to follow in the next decade.

I. Background

The Institute was under the aegis of the New York Library Association (NYLA), with major funding by the Lake Placid Education Foundation, supplemented by New York Public Library Local 1930 of DC 37.

Planning for the Institute was done by the NYLA Committee on the Profession; Marilyn Douglas (NYS Library), Chair; Paul Malecki (Southern Tier Library System) was the Institute Coordinator, with all Committee on the Profession members taking an active role in both planning and running the two days of sessions. Susan Keitel, NYLA Executive Director, and Carol Raphael of NYLA staff aided with local arrangements.

To provide background information and to facilitate an understanding of the problem facing the library profession in New York State, papers on the history of library education in New York State, workforce demographics, library school student profiles, library workforce projections and library continuing education needs were commissioned. These papers were sent to registrants prior to the Institute. An additional paper on suggested changes in New York's approach to education for librarianship was also made available.

The Institute theme was inspired by Melville Dewey's training program at the New York State Library in the early 1900's.

A. Problems/Responses

In New York State there is a growing shortage of newly graduated professional librarians to fill positions in public, school, research and academic libraries. There is also a growing demand for education/training upgrading of non-degreed and degreed professionals now working in libraries, all of whom face an information environment which reduces the 'half life' of their initial library education to about 5 years.

All of these factors give rise to a perception that the profession is undergoing a workforce 'crunch.'

A working Institute and followup task force will document these trends, will project labor needs and pools in the next decade, will suggest a variety of educational and related responses to the findings, and will point the way toward new syllabi for educating, training and certifying professionals.

Institute attendees would be those in a position to affect desired outcomes, recruited to represent a reasonable sample of NYLA units, library educators, library administrators, bargaining units for professionals, trustees & other overseers, librarians with an active interest in the Institute topics, potential librarians, and other affected parties/resources such as the State Education Department or legislators.

B. Goals/Objectives

The primary goal of the project is to document, via a working institute of interested parties, the extent of the shortage of professional librarians faced by New York's libraries in the 1990's, and to suggest ways in which fresh approaches to recruitment, education, training and certification for librarianship can help alleviate this shortage.

C. Synopsis

The NYLA "Committee on the Profession" shall oversee an Institute which will:

- √ *document the growing shortage of professional librarians in New York...*
- √ *examine the labor pools available for recruitment to the profession...*
- √ *explore the need to upgrade education/training of existing library staff in light of changes in the information environment & increasing certification standards...*
- √ *suggest strategies for education, training and certification responses by various institutions in the 1990's to meet these challenges.*

II. Development of Ideas

A. Challenges by Institute Speakers

~Robert Wedgworth, Dean, Columbia University, School of Library and Information Science, began the proceedings with a review of the Institute's purposes, some highlights of the papers, and his personal view of the profession. In his closing remarks, he summarized the major ideas expressed at the Institute. He reminded attendees that these ideas and those ideas still fermenting will not bear fruit unless people put their enthusiasm to work. Melville Dewey would repeat an idea until people listened. He challenged the participants "go and do the same."

Major points made in his presentation include the following:

- It is imperative that we reach potential librarians, especially minorities and the new wave of immigrants, with a positive message about a career in the profession.

- We need to define the educational role of librarians, emphasize the need for librarians in an information world, and explain more clearly and in more relevant terms what librarians do.

- We need to look to those who oversee our profession for a calm and rational review and redirection, free of "turf issues", on the process of educating for the profession.

- The field will grow; we must decide between a lot of bodies now to fill vacancies versus a long-term rise in the quality of our professional life (income, etc.).

- We should look to nursing as a profession that has addressed and partially solved many of the issues before us at the Institute. We should learn from their strategies and tactics.

- As evidenced during the Institute and on the national scene, in our recommendations for professional preparation, we are drifting more toward the UK educational model (practical experience) and away from the US model (academic study). We also seem to be reinventing the BLS aimed at a practical base of industry-oriented preparation.

- New government money at the state or federal level is not likely. We must relate to funded initiatives and look for more localized and piece-meal sources of educational support, including employer-funding.

- We must engage in a systematic collection of information about the profession. At the state and national level, we need to establish, collect, and evaluate these statistics on a regular basis.

~Walter Cooper, a member of the NYS Board of Regents, came with a perspective from the outside as an engineer and as a participant observer of the educational system through his involvement in Regents' deliberations. He challenged the participants to consider whether to "follow the easy path of status quo or carve out a new role." In his presentation, the following observations were noteworthy:

- The librarian has a "stodgy" out-of-date image.
- This image impacts negatively on recruiting and funding.
- Legislators believe libraries are necessary but not essential — a profession dominated by women.
- Librarians need a unified vision, a common value system.
- Most importantly, librarians need to relate to current programs including: Headstart, Information Resource Management, New Compact for Learning, and Technology Network Ties.

~Jane Robbins, Librarian and Dean of the Graduate School of Library and Information Science, University of Wisconsin – Madison, in her talk about the future of libraries challenged participants to consider the Bachelor degree person as having an important role and that trained support staff are needed to strengthen the profession. In her vision, she related the description of libraries as "the place to go when you wanna know."

B. Institute Topic Summaries: problems, needs and suggestions put forth by attendees

Six issues of concern to the profession were discussed. These included recruitment, retention, continuing education, the traditional MLS, External degrees, and assessment and certification. Based on the summary sheets and discussions, the following problems, needs and suggestions regarding these issues were noted.

1&2. Recruitment and Retention

The issues of recruitment and retention are so interrelated that there was general feeling they should be addressed together and not separately.

Problems:

Included within this area are:
- Poor public image
- Inadequate funding
- Compensation levels
- Sources of financial aid
- Civil Service issues

– The poor public image of librarians relates not only to attracting individuals into the profession, but also to a library's ability to secure adequate funding.

– The funding question is part of the larger issue of librarian salaries and staffing problems.

– There is no central source for the various types of financial aid available to students in library school, nor to library employees who would like to continue their education.

– There are problems created by or at least magnified by the structure of Civil Service regulations.

Needs:

– Need to develop a comprehensive plan to improve the image of librarians.

– Need to better define what librarians do.

– Need to develop strategies to improve the quality of life in all types of library settings and among librarians and library support staff.

– Need to improve image and pay through the proper nurturing of staff, mentoring, career ladders, administrative support, working environments, etc.

– Need NYLA to take the problems relating to Civil Service seriously.

Suggestions:

– Image - A media blitz should be pursued. The nursing profession's use of media to attract more students, both male and female, to improve the public perception of the profession, and to increase compensation levels is a model we should investigate and learn from.

– Resource Directory - NYLA should collect and publish a comprehensive directory of all the types of financial aid available to students in library school — with an emphasis on the different and unique funding sources including interest free loans available through Friends' groups, corporate sponsored assistantships and internships, scholarships and other financial aid programs available through unions, professional associations, systems, etc.

– Civil Service - NYLA should continue to explore all avenues available to improve the relationship between librarians and civil cervice. A special task force to develop reasonable and realistic strategies to overcome the problems of civil service regulation should be established.

– Recruitment - Librarians very often come from the library workplace where they began work as library support staff. This should be acknowledged and programs should be developed with the idea of a continuum from the clerical to the Master's level.

– There should be an active recruitment of minorities, newly graduated students, and the returning student.

– Quality of life - Job switching, transfers within systems, and different jobs all help keep the profession vital. This should be done on a statewide basis.

– Make the person and the job fit better. Job satisfaction and self determination are important. Center for the Book in NYS can focus awareness of books and libraries and ultimately librarians.

– Reward development. Training and mentor programs help retention.

3. The "traditional" Library School MLS

Problems:

Included within this area are:
– Lack of support from the NYS Education Department
– Curriculum to meet today's needs
– ALA accreditation
– Training for the job

– The State Education Department has not shown support for librarians or the role of libraries in education.

– ALA's Committee on Accreditation focuses on traditional on-campus programs for receiving a library degree. What would happen if library schools offered alternatives?

– What constitutes 'core courses' before a student specializes in one type of library? How to devise a curriculum to meet today's needs in 36 credits is a problem and current salaries do not support the return invested in a two-year program.

– A practicum is highly desirable while in library school and should be a set number of hours, but these hours 'on-the-job' might be obtained in a variety of ways rather than just one block of time.

– While industry may pay for an employee's training, librarians must have their training before they can be hired. Could changes be made to offer incentives to get an MLS while employed?

– There should be more diversified staffing - does every 'professional position' require an MLS? Would this help or hinder professional status?

Needs:

– Need to define clearly what we do and accredit accordingly.

– Need to make better use of technology to conduct off-campus courses.

– Need more bilingual, multicultural library school educators.

– University of the State of New York has an obligation to provide professional training and should explore coalitions with other groups to provide education for librarians.

– Need to work with library school educators to develop a curriculum to meet today's needs. What should core curriculum be? Can it be delivered in a variety of ways and still retain the quality of the program?

Suggestions:

– NYLA should establish a task force to deal with issues that require long range study.

– NYLA should establish a task force with a liaison to the ALA Committee on Accreditation.

– Task forces from NYLA should not just be appointees, but should be open to all interested parties with new and older members of the profession as well as representation from all sections.

– Library education schools should establish advisory committees of local practitioners.

– *Library School Deans Speak/Deans Listen* should be a permanent part of the NYLA conference program.

– Deans should get themselves together to discuss and make recommendations on issues discussed at this Institute.

– NYLA should continue to work at both the State Education Department and local level to gain the recognition that librarians are educators and should be involved when position statements, curriculum, etc. are being developed.

– The profession should define the effective and cognitive aspects of library service and develop a curriculum based on these findings.

4. "External" Degrees

Problems:

Included in this area are:
– Following the paths of other professions facing shortages
– Continuum of education degrees
– Demographics, culture, and life situation
– Quality Control
– Use of technology
– Librarianship not significant in the 'Agora'

– Factors of distance, demographics and finances suggest that a significant portion of those students undertaking educational requirements for librarianship are not young adults following a conventional go-to-school-start-a-career sequence unbroken since childhood. Adults need more motivation— will learn faster and in greater depth if the learning situation is individualized.

– Adults pursuing a library degree tend to be older, have 'crossover' knowledge from other jobs, careers, or cultures and greater individual differences.

– There are strongly differing views about educational quality and who should determine the benchmarks of quality. Practitioners and employers from the field should be touchstones for educational program design.

– Subtle barriers in demographic attributes, culture and life situation prevent students from participating in traditional (higher) educational experiences.

– Directors of small libraries, or others in similar situations, have considerable job related experience or are in jobs where the full MLS candidacy is not a realistic precondition or continuing requirement.

– The profession of librarianship, because of its overall small size, does not have the 'buying power' in the marketplace of career education to influence organizations (such as Empire State College or any university) to change their own program priorities.

– Off-campus degrees do not always provide the necessary colleagueship.

– Accrediting agencies (ALA and academic provosts) set the tone for any program of instruction.

Needs:

– Need 'external' or other alternative/non-traditional degree programs in librarianship.

– Need to learn and borrow from the efforts of other "shortage" professions (e.g. nursing) who have addressed the problems of reconfiguring the delivery of an 'entry' degree for new recruits.

– Need to look to other professions and organizations whose purpose is to develop new means of delivering degrees within the rubric of higher education.

– Need to offer a continuum of degrees to meet various levels of activity within a library setting e.g. two year degree—library technician; four year degree—paraprofessional; director's certificate—interim or ongoing certificate for director of small libraries, or in similar situations; MLS—traditional degree delivered in many ways; advanced certificate—advanced practitioner; doctorate—research/teaching oriented.

– Need to use new technologies to deliver educational experience.

– Need leveraged support in any effort to design a librarian-specific external degree.

Suggestions:

– NYLA should petition the NYS Board of Regents to assemble a task force of all related institutions within their sphere of influence for investigation and action on external degrees in the field of librarianship.

– The paper prepared by Joseph F. Shubert and Patricia Dyer, *An Additional Means of Delivering Library Education* should serve as a starting point for this task force. This paper should also be sent to the ALA Committee on Accreditation for inclusion in their discussion of standards for library education.

5. Continuing Education

Problems:

Included within this area are:
– Access in all geographic areas
– Incentives and rewards
– Quality and continuity of continuing education
– Optional or mandatory continuing education

– Why do it? What's it going to get you? Is it of value to employer and employee?

– We seem to become crushed between two forces— a new body of information and previously learned knowledge that is no longer applicable.

– Educational requirements for some positions are not commensurate with training available.

– Fascination with technology has overshadowed the philosophical point of the profession.

– How do we maintain/develop a service-oriented profession. How do you judge when a librarian has "gone bad"? Who judges?

– Providers: who are they and how will they be equipped?

– Where do you go if you're interested in continuing education? Will "they" create something if there is a need?

Needs:

– Need access to continuing education in all geographic areas.

– Need continuing education for service and for philosophical development.

– Need professionally certified continuing education providers.

– Need a central certification board for continuing education guidelines to be created and enforced.

– Need to consider mandatory continuing education to support the status of the profession and the ability to adapt to changing clientele.

– Need to have a broader vision which should be constantly re-affirmed through continuing education.

– Need to acknowledge the underlying philosophy and ethic of the professional: public service.

– Need to enforce an ethics code and charge violations against that code, similar to other fields.

– Need continuing programs of study as well as one-shot programs.

– Need a strong statement to say that continuing education/staff development is important but not a substitute for an MLS.

Suggestions:

– NYLA must take the lead in establishing the professional status of librarians with all the trappings of a profession including a certification process, a code of ethics, a central certification board, and guidelines for service which are enforced.

– The profession should take a stand on whether continuing education should be a requirement to retain certification.

– The profession should develop incentives to encourage employers to pay for continuing education to retain certification.

– Continuing education providers should use technology and models from other professions to provide access to continuing education in all geographic areas.

– The profession should develop a mechanism to certify professional continuing education providers.

6. Assessment & Certification

Problems:

Included within this area are:
– Accreditation of programs
– Certification of people
– Licensing of people.

– There are instances where non-professionals are doing work that was formerly done by professionals.

– Civil service is a problem — parochial, no fluidity, decentralized. Librarians are in a classified status - should they be? There is opposition to the way people are scored on Civil Service ratings.

– Professional education problems include geographic limitations of library schools and the cost of the degree.

– In terms of distance learning, there is a concern about quality control.

– Problem of movement between types of library positions. How easy is it? How easy should it be? What are the recertification issues? There are strong differences of opinion about this - some feel that it should be easy because there are more commonalties than differences; others stress the unique aspects.

– There are a number of issues that relate to continuing education - recertification, professional updating and renewal. Included concerns are off-campus offerings, for education and/or credit.

– There is a concern about ALA accreditation. What is the status? There is some indication that standards and procedures are being tightened. Where is ALA going? What about the National Council for Accreditation of Teacher Education for school library media programs? Do we need to go through two separate accreditations?

– Assessment concerns include (1) equity of assessment teams, (2) feedback assessment, (3) employee/employer satisfaction, (4) conglomerate assessment.

– Certification of professionals is uneven. School library media has stronger personal and institutional certifications. Certification of public librarians is meaningless. Medical librarians have an elaborate certification process.

Needs:

– Need to discuss assessment and certification in conjunction with, but not as a part of, formal or continuing education.

– Need structured job descriptions. Need to review existing job descriptions and articulate clear boundaries between all levels of roles - including professional role descriptions. Also need to articulate similarities/differences in jobs among the different types of libraries.

– Need to develop a career ladder for support staff. Consider whether library support staff should receive credit for on the job training and levels of knowledge. This may be accomplished through a competency-based approach.

– Need to consider recertification - continuing education, particularly in the technology areas.

– Need to work with and support the schools of professional library education as they deal with the field and larger issues of survival.

Suggestions:

– Civil Service - NYLA, in conjunction with Civil Service, should initiate steps to insure consistent testing instruments, scoring, and equal access for prospective test takers throughout the state.

– Entry into the field - Suggest an information science degree (graduate? undergraduate?) that would include communication, education, business, public administration, computer science, psychology - in addition to the humanities.

– Professional Schools - Create advisory councils for library schools (some have this). Explore ways to bring schools together. Explore ways to work *with* professional schools.

– The profession should consider the competency-based approach for continuing education. The medical library community has a good model which might be done in other library communities. Build upon basics and identify specializations.

C. Institute Observations—Attendees

In evaluating the Institute, the background papers were generally well received by the attendees. Those papers which gave a concrete model for thought and discussion (i.e. McClure, Shubert) were considered most useful. Robert Wedgworth, as moderator and summarizer of the two day's activities, was judged very effective. Overall, the small group discussion was useful, but by broadening the groups in the evening and following morning, some important discussion and continuity was lost. The choice of the six topic areas for group discussion was on target and seemed to be what people wanted to talk about. Some participants came with definite points of view which they wanted heard; others came to brainstorm. Facilitating this free flow of ideas in a limited time frame was difficult and somewhat hampered by the structure of the Institute and the varying talents of the facilitators.

As a first step in concentrating the energies of participants from all areas of the profession into a focused discussion of the concerns of professional librarians in New York State, the Institute received high marks.

Many respondents encouraged a continuation of the Institute's process and asked that further such dialogue addressing a priority of the profession be pursued on an ongoing basis.

III. Institute Observations—Committee on the Profession

Of the fifteen member Committee on the Profession, eleven were present at the Institute. The Institute gathered together people who agreed these issues are important, and who, we hope, have bought into the process and want to proceed toward workable solutions. Background papers, eight full hours of speeches, discussion, and fifty-two typed pages of notes provided us with the opportunity to say it and see it in print - a gargantuan recording and distribution task accomplished with incredible speed and elan. The Institute was not the usual 'come and hear' but a 'come and participate -- make yourself known.'

From the beginning, widely divergent points of view emerged about what should and should not be done. There was outspoken concern and the need to communicate was strong. There were incidences of contention in seeking to solve growing problems in the field and while most people wanted to see results, not everyone could agree how to achieve these results. It was obvious that there are no easy solutions— but a good, documented, foundation was developed. By the end of the two days, there was a general feeling that we were moving closer to isolating things that not only needed to be done, but could be done.

Interesting connections came out of the group interactions. A library school student added a different dimension to the discussion on recruitment. Library school educators talked to each other and heard an out-of-state perspective; they also had a chance to talk and listen to alumni. It was also apparent that librarians operating within their own institutional setting face value structures and goals not necessarily cross-compatible.

In some instances, the move from afternoon to evening Institute sessions brought all new players to the discussion — which meant there was a need to explain what had gone on before — so the facilitator became a group leader rather than a facilitator. Unfortunately, a leader's direction bears heavily on the ensuing results. While this is not necessarily bad, it was possible that some concepts and ideas got lost. A brief follow-up meeting for facilitators to interact after each session would have helped.

The taste of immediate feedback left people expecting much more. Unfortunately, we lacked a display system in the lobby which would have not only held results of the discussion, but would have allowed continual adding of participants' comments as sessions and time progressed.

Subsequent institutes should probably be held in a more controllable small group conference site.

Much of the discussion focused on the upcoming Governor's Conference; but with that passed, we have to focus on what is "doable." This concentrated attention on major issues gives NYLA and the Committee some direction upon which to focus its energies. The Committee on the Profession is a good channel to the profession and has an opportunity to start planning for creative resolutions to the issues of recruitment and retention, education and beyond, and assessment and certification; and, to also find ways to attract and involve the key decision makers who can move the profession forward.

IV. Recommendations for Action

...for NYLA Council:

• Much attention, interest and lively discussion centered on various aspects of education -- traditional MLS, distance learning, continuing education, the external degree, and assessment and certification. These topics contain many thorny issues and require long term study; therefore

1) it is recommended that NYLA lobby the Regents to appoint a broadly constituted task force(s) to address education & training strategies for New York's librarians.

• The Institute set the stage for exciting ideas to be generated and should be seen as the first in a series of programs to focus on major problems the profession faces with regard to meeting personnel needs in all types of libraries. While some information could be gleaned without such a program, it does concentrate attention on the issue(s) at hand. It encourages innovative thinking, gets people involved, and allows you to proceed toward an objective. It can help focus NYLA's energies to stated themes for the year; therefore

2) it is recommended that NYLA sponsor a similar institute, to address one of the six issues of concern stated in the course of *Following Dewey's Paths*, at least every other year. Or, Council should incorporate such a discussion as part of a NYLA conference or pre/post conference— a large block of time is needed.

3) it is recommended that NYLA Conference Planning Committee facilitate *Library School Deans Speak/Deans Listen* as a permanent part of each NYLA conference program beginning with the Fall 1991 Conference in New York City.

• NYLA was ready in the early 1980's with bill language, member interest, and legislative sponsors for legislation to move certified professional librarians employed in public libraries and systems from the classified to the unclassified, or to the non-competitive, services of civil service. This is an excellent time to re-evaluate the issue both with civil service and within NYLA; therefore

4) it is recommended that NYLA appoint a task force to develop reasonable and realistic strategies to overcome the problems of Civil Service regulation.

• Attendees agreed that the paths toward external degrees should consider the proposals as presented by Joseph F. Shubert and Patricia Dyer in their paper: *An Additional Means of Delivering Library Education*, and that the ideas in this paper should be acknowledged within the universe of ALA's accreditation process for librarianship education; therefore:

5) it is recommended that NYLA forward the paper to the Chair, ALA Committee on Accreditation, urging Committee consideration, and...

6) that NYLA establish a liaison to the ALA Committee on Accreditation.

• Recruitment, particularly the active recruitment of minorities, retention, and image go hand in hand in improving the shortage of librarians in the 90's. All types of libraries need to be involved; therefore:

7) it is recommended that NYLA seek a grant to design and develop a multiple-media campaign which will reflect the professional image of librarians and the variety of library work.

All NYLA sections/round tables/committees should contribute to the development of this multiple-media campaign.

8) it is recommended that NYLA develop and provide a speaker's bureau of librarians, retired librarians, trustees, etc. who would be willing to promote a career in librarianship.

9) it is further recommended that NYLA publish a comprehensive directory of all types of financial aid available to prospective library program students in New York State.

• As much energy and interest at the Institute was focused on preparing resolutions for the Governor's Conference.

10) it is recommended that NYLA work to implement the resolutions dealing with the profession that were passed at the Governor's Conference.

• Finally, and perhaps the most important activity for NYLA Council, is to "make sure all the players get involved."

Recommendations for Action:

...for the Committee on the Profession

• There are strong relationships among all our topics and whatever effort we put into these questions is going to have a domino effect on other questions before us. It is important that we take action on the results of the Institute, therefore it is recommended that the Committee, upon approval of Council:

1) Disseminate this report widely...

-distribute the report to Institute attendees, sponsors and other interested parties
-make the report available to the NYLA membership
-provide an abridged version of the report for the *NYLA Bulletin*
-provide an abstract of findings for distribution to the library press

2) Issue a request for workers to help move 'what is doable' into 'action'

3) Begin planning a second Following Dewey's Paths Institute to focus on a priority of the profession, with planning based on suggestions and recommendations arising from the first Institute.

One of the topics already suggested is a bringing together a panel of representatives from other service-oriented professional fields, e.g. nursing, teaching, law enforcement, to discuss their strategies for image-building, recruitment, retention, entry education, continuing education, and certification. These other professions have, or are dealing with, the same issues that face us—we need to learn from their successes and failures.

• The Committee feels it should continue to maintain communication lines in all directions: upwards to NYLA and the task forces it creates, outwards to all professionals in the state, and beyond the state's perimeters to the field at large. Therefore, it is recommended that we:

4) monitor other library association activities which impact on Committee's original charges and those suggested during the Institute.

• To recruit and retain individuals in the profession, it needs to be not only attractive professionally but financially doable; therefore it is recommended that we:

5) undertake the survey & collection of information on financial assistance opportunities that are available for students in New York State with an emphasis on the different and unique funding sources available.

The success of the Institute does not hinge on the written statements and proposals we have made in this report, but on our ability to stimulate intense involvement by purposeful individuals, to encourage energetic participation of the Association, to gather commitment from library educators, and with cooperation of the Education Department & allied agencies such as Civil Service; all working collaboratively for our profession.

Since the Dewey Institute, follow-up activities include:

Recommendations for Action ... for NYLA Council

1. Resolutions were adopted at the Governor's Conference on Libraries to address this need. The Committee on the Profession (CoP) is lobbying to insure these resolutions are moved forward as first year implementation priorities. (See also item #10)

2. NYLA is currently seeking grant funding to conduct an issue conference focusing on education. This Conference will take place as soon as funds become available -- hopefully, Spring '93.

3. Deans Speak/Deans Listen program was held at the '91 NYLA conference. A similar program is planned for the '92 Conference at Lake Placid.

4. The Personnel Administration Committee is focusing on civil service issues.

5. The Report from the Insititute was forwarded to Charles Bunge, Chair, ALA Committee on Accreditation, in February 1991.

6. No action taken yet.

7 & 8. CoP prepared a suggested plan of action to develop a multi media campaign, career display, and speakers' bureau for Council consideration.

9. CoP will collect data for the directory and Council has expressed a willingness to publish it.

10. The NYLA Governor's and White House Conference Implementation Committee is seeking input from NYLA sections, roundtables, and committees on first year priority resolution recommendations and plans to present an action plan to Council at their May '92 meeting.

Recommendations for Action ... for the Committee on the Profession

1. All Insititute attendees and interested parties received the draft report in February '91. All NYLA members will receive an abridged report this spring. A press release and abstract of findings will be distributed to the library press nationwide.

2. NYLA Council and CoP will solicit workers as tasks are defined.

3. CoP is assisting in seeking funding sources for an issue conference on education. Core of CoP members will assist in planning conference.

4. CoP reports at Council meetings and is monitoring pertinent activities including those of the Library and Information Science Distance Education Consortium (LISDEC), ALA/OLPR, etc.

5. Currently underway, see *NYLA Bulletin* January '92.

The Dewey Eyed Path to the M.L.S.
A background paper for *Following Dewey's Paths*

Richard S. Halsey, Dean
School of Information Science and Policy
The University at Albany, State University of New York

Following Dewey's Paths

An Institute to formulate recruitment, education, training & certification strategies to counter New York's shortage of librarians during the '90s.
Albany, NY: November 7 & 8, 1990

The Dewey Eyed Path to the M.L.S.

The history of American education for librarianship can be divided into five periods:

A. 1600-1887. Pre-Dewey apprenticeships and in-service training. Scholar-run libraries. Organized education for the field is non-existent.
B. 1887-1923. Organized training is based in or near libraries.
C. 1924-1945. Williamson report through World War II. Academically-centered library schools develop.
D. 1946-1972. Social change, the "information explosion," and new technology spur curricular innovations, school name/identity mutations, new undergraduate & post-masters programs.
E. 1973-2000. Adverse economy forces retrenchment or termination of conservatively styled, costly, academically isolated, or unproductive programs. Interdisciplinary multi-level programs emerge.

In earliest times, the librarian was priest and protector of the societal record. Later he became the scholar charged with keeping the books. Such was the case from the time of Zenodotus and Callimachus to the nineteenth century, a period dominated by American scholarly librarians such as Charles Coffin Jewett (Brown), Charles Folsom (Harvard), Melvil Dewey (Columbia), and Daniel Coit Gilman (Yale). Only with the emancipation of women did patron services become more important than the librarian's scholarship and his repute as a 'bookman.'

In 1883, when Dewey accepted an offer to serve as Librarian of Columbia College in New York because the collection needed classification, it was a man's world. Chattels, imbeciles, and women shared the same legal status. Dewey felt that at Columbia he could form a school which would prepare librarians who could perpetuate his personal philosophy. He also foresaw it would serve as a platform to advocate his faith in the future of the woman library assistant. Prior to his arrival, Columbia College had been "almost as hermetically sealed to women as is a monastery, and the advent of a group of young college women, appearing in the sacred precincts, must indeed have given occasion for dire forebodings."[1] Trustees had only recently permitted women to take examinations at the college on condition that they continue to be barred from classrooms or the library.[2] Appointed Librarian in May 1883, Dewey established the legal basis for the School of Library Economy a year later. The School officially opened on January 5, 1887 with seventeen women and three men as students. It was the first formal program established for the professional education of librarians. The aim at Columbia was "to give the best obtainable advice, with specific suggestions on each of the hundreds of questions that rise from the time a library is decided to be desirable till it is in perfect working order, including the administration."[3] Dewey's attitude was pragmatic. "However excellent may be the results from the lectures, instruction, seminars, problems, and visits, the main reliance must be on experience"[4] In 1889, the Trustees fired Melvil Dewey, the impetuous maverick who had been sneaking his women through the side door of the college library to attend classes on library economy. The trustees were adamantly opposed to any unit of Columbia College being coeducational and by his insistence on women's rights to study, he was charged and found guilty of "gross insubordination."

From January 1889, when he moved to Albany, to 1899, Dewey was both Secretary of the Board of Regents and State Librarian. As of 1890, Dewey also became Director of the New York State Library School. He specified four general areas within which librarian-trainees should achieve excellence. His program would ensure preparation of the near as possible idealized whole person, scholar, bibliographer, and library economist. "Character," for Dewey, was almost everything. Aspiration, looking out for number 1, aggressiveness were highlighted in his syllabus for Founding and Government.[5] Students were encouraged to take risks. One of his favorite texts was Keramos, containing Henry Wadsworth Longfellow's high minded poem urging patience and opportunism. Dewey exhorted his pupils to affect "the divine insanity of noble minds that never falters nor abates. But labors and endures and waits till what it foresees it finds and what it cannot find creates"[6] Dewey's intent was to build "physical, mental, moral missionaries of the book."[7]

Needless to say, current library education lacks the ardor and exaltation that glows through Dewey's syllabi and students' notes taken while attending his classes. Preparation of librarians in Dewey's day was pitched at a level of intensity and presumed a cultural breadth that appears to approximate if not far exceed that encountered in the best M.L.S. degree programs one hundred years later. Samples of questions posed applicants to the Albany program illustrate this point. How many of today's students could do the following? "Name authors and titles of three famous books written by foreigners on American political institutions." "Write a brief outline of one of Shakespeare's plays." "Name fifteen American daily newspapers." "Give the titles of Greek plays that have been given on the stage in this country, names of authors, and where produced."[8] No wonder that during its 37 years in Albany, the Dewey school established an international reputation as a training ground for many leaders of the profession, including those, mostly women, who directed the vast majority of library schools in the early twentieth century.

In the post-Dewey years, professional education moved to sites where students from many locations, including libraries, could come for training. Ten of the first fourteen schools established in the U.S. were in libraries or vocational institutes where programs ranged from three months to a year in duration. Instruction varied in content, covering a mix of cataloging, management, binding, business routines, handwriting, filing, typing, book selection, etc. Academic administrators deemed such enterprises inappropriate for their college campuses. In 1919, the Carnegie Corporation commissioned Charles C. Williamson, a librarian who had previously been an economist, to make a field study of the existing patchwork of library training programs. His report, published in 1923, jolted the library community. It recommended no less than a full-scale, three-year masters degree, including a one-year internship, as minimal preparation for the profession. A bachelor's degree with substantial weighting in the liberal arts would be prerequisite for admission and the masters program should be affiliated with a university, offer instruction that would be enriched by the total educational resource of the parent institution, provide programs of continuing education, and be subject to periodical review for accreditation.

By 1936, the Williamson recommendations were well on the way to realization. The schools were all affiliated with teaching institutions, the bachelor's degree had been accepted by two-thirds of the accredited schools as a prerequisite to admission, and standards of accreditation had become qualitative instead of quantitative. Texts in librarianship had been commissioned by the Carnegie Foundation, and education for the profession was assuming a leadership position.

Between 1944 and 1972, dissolution of the old quadrivium of cataloging, book selection, reference, and administration began in earnest. Information science, bibliometrics, computer applications, automation, audio-visual technology and nonprint forms, networks and systems and operations research; all of these newly present elements forced a rethinking and reshaping of instruction and curriculum. There was intense concern with developing a theoretical basis for practice. An identity crisis also afflicted the schools, manifested in narcissistic fiddling with schools' names. "Information science," "information studies," "communication," "instructional technology," and "information management" supplemented, camouflaged, or supplanted the term "library" with its conservative, vocational, institutionally grounded connotations. The schools' faculties became increasingly torn between the need to ally themselves with peers in academe or maintain allegiance to the field. There were mounting complaints about students' lack of initiative and enthusiasm, the overloading of routines in the curriculum, insufficient practical work, excessive theory, inadequate exposure to theory and principles, overly rule-bound training, and vague, stale, out-of-touch instruction.

After 1973, information technology enveloped the schools, as did frequent threats of retrenchment in a sagging economy. The infusion of personal computers, interactive work stations, communications protocols, electronic imaging and fiber optics, the conversion and recognition of information as a most precious commercial resource; all of this stimulated academic institutions' interest in interdisciplinary programs fit to prepare students to manage information sources, systems, and services in unprecedented contexts. It became apparent that companies, and people, that can gather, evaluate and utilize information ahead of rivals will be the winners during the foreseeable future. The ability to work with hardware, software, systems, formats, and online searching has become so critically important that this part of the core is now dislodging descriptive bibliography from its formerly dominant niche in the curriculum and other traditional subjects (e.g reference, materials selection, type-of-library management) in the unreasonably compressed one-year masters program.

Looking back, the Dewey curriculum was not as dewy-eyed nor was it as exclusively vocational as has been generally presumed. In many respects it remains worthy of emulation a century later. Although Dewey was an ardent pragmatist, his Columbia-Albany schools, along with the one at University of Illinois (founded by his apostle Katherine Lucinda Sharp), were unique in requiring college degrees for admission. It was expected that students would acquire much more than the ABCs of the craft; as scholars, they would have command of German or French, and Latin. They would also know something of history, literature, sociology, and the humanities. Justified in the 1990s is a renewed commitment to ensure inculcation of an open-ended multi-cultural consciousness. Dewey's call for inventiveness, assertiveness, political acumen, and entrepreneurialism; his advocacy of the adoption of emerging technology; these are values for all seasons. His prescription for experiential education could be filled in our own time by offering a year's internship in a library/information handling organization related to the student's area of concentration. The culminating activity could be a seminar presentation in which the pressures, anomalies, and problems of work life could be experienced and the perceptions of real and hypothesized worlds reconciled and integrated by the student. The masters degree should require at least two years with minimally one quarter of the courses to be taken in related areas such as management, psychology, education, and communication. Completion of the research methodology requirement should enable graduates not only to tell the difference between spurious and valid research evidence and reports but qualify them to design and conduct independent studies and surveys. As these upgradings of the M.L.S. occur, the profession should strive for regulatory protection of the title "Librarian" so that it is reserved for those holding legitimate credentials and graduates are accorded legal cover and prerogatives equivalent to those conceded to "civil engineers," "lawyers," and "psychiatrists."

Along with the M.L.S., NYLA should examine the entire gamut of programs from baccalaureate to doctorate. Clearly the undergraduate degree in librarianship/information services should be created anew for the 1990s. There has been a long-term shift in library staffing balances as professionals have emigrated to managerial and technology-intensive jobs, bequeathing bigger slices of the library work pie to paraprofessionals, clerks, and assistants. M.L.S. degree holders now entering the market are in danger of becoming entrapped in jobs that demand less than professional competence, thereby leading to disappointment, disenchantment, defection, and eventual devaluation of the M.L.S. credential. Why not follow the lead of the medical and legal professions and create baccalaureate programs that are "right" for supportive, pre-professional positions, analogous to those of the hygienist, paralegal, or physician's assistant? Such programs could be designed specifically to attract prospective librarians and defined to fit our contemporary sense of the skills, knowledge, and affective attributes that a 1990s pre-professional requires.

In summary, Melvil Dewey originated an enduring model and generative ideal. The schools should seed in their graduates a sense of professional pride, producing persons who will act with confidence, think creatively, and inspire others to follow Dewey's Path, sowing the "divine insanity of noble minds" and endowing the M.L.S. with all the empowerment that is its rightful due.

FOOTNOTES

[1]Edwin H. Anderson, "In 1890-91," in The First Quarter Century of the New York State Library School, 1887-1912 (Albany: The New York State Library School Association, 1912), p. 44.

[2]Laurel Grotzinger, "Dewey's 'Splendid Women' in Milestones to the Present: Papers from Library History Seminar V (Syracuse, NY: Gaylord Professional Publications, 1978), p. 131.

[3]Columbia College. Library and School of Library Economy. Circular of Information. 1884; Melvil Dewey. "School of Library Economy at Columbia College." Library Journal. vol. 9 (July 1884), pp. 117-20.

[4]Columbia College. Library and School of Library Economy. Annual Report, 1886-87.

[5]University of the State of New York. New York State Library School. Founding and government: QUALIFICATIONS OF A LIBRARIAN (syllabus prepared by Melvil Dewey) (Albany, NY, 1899).

[6]Julia G. Erwin. "Qualifications of a Librarian." Handwritten notes taken in class taught by Melvil Dewey, June 27, 1900. University of the State of New York. New York State Library School.

[7]See note [5]above.

[8]Melvil Dewey. "New York Library School." Library Journal. November 1889. 14:446.

FURTHER READING

Association of Library and Information Science Education. Library and Information Science Education Statistical Report 1990. (Timothy W. Sineath, ed.), ALISE: Sarasota, Fla., 1990.

Auld, Lawrence W. S. Auld. "Seven Imperatives for Library Education," Library Journal 115, no. 8, 55-59.

"Current and Future Trends in Library and Information Science Education," (special issue) Library Trends (Spring 1986).

Erwin, Julia G. "The Qualifications of a Librarian," Handwritten notes, June 27, 1900 in class taught by Melvil Dewey on June 27, 1900. University of the State of New York. New York State Library School.

Grotzinger, Laurel. "Dewey's 'Splendid Women' and Their Impact on Library Education" in Milestones to the Present (Library History Seminar, 5th, Philadelphia, Pa., 1976). Gaylord Professional Publications: Syracuse, NY, 1978, 125-152.

"History of Library and information Science Education," (special issue) Library Trends (Winter 1986).

Robbins, Jane. "Master's Degree from a Program Accredited by the American Library Association Required," Journal of Education for Library and Information Science 30:206-217. (Winter 1990).

_____. "Yes, Virginia, You Can Require an Accredited Master's Degree for That Job!," Library Journal 115, No.2:40-44 (February 1, 1990).

Shera, Jesse Hauk. The Foundations of Education for Librarianship. John Wiley & Sons, Inc.: New York, 1972.

Stone, Elizabeth W. American Library Development, 1600-1899. H.W. Wilson Co.: New York, 1977.

Van Rijn, Paul. Job Analysis for Selection: An Overview. Office of Personnel Management: Washington, D.C.: 1979, p.12.

Vondran, Raymond F. "Rethinking Library Education in the Information Age," Journal of Library Administration 11 no. 34:27-36 (1989).

Vondran, Raymond F. and Ruth Person. "Library Education and Professional Practice: Agendas for Partnership." Library Administration & Management. 4:133-137 (Summer 1990).

White, Herbert S. "A Requiem for the Mother School of Us All," Library Journal 115, No. 12:63-65 (July 1990).

White, Herbert S. and Sarah L. Mort. "The Accredited Library Education Program as Preparation for Professional Library Work," The Library Quarterly 60:187-215 (July 1990).

Williamson, Charles C. The Williamson Reports of 1921 and 1923 Including "Training for Library Work" (1921) and "Training for Library Service" (1923). Scarecrow: Metuchen, NJ, 1971.

Following Dewey's Paths
An Institute to formulate education, training & certification strategies to counter New York's shortage of librarians during the '90s. Albany, NY: November 7 & 8, 1990

New York State Demographic Trends: Overview

A pre-Institute background paper

Robert Scardamalia; Chief Demographer
New York State Department of Economic Development
July, 1990

Sources of Information

There are three primary sources for demographic information on New York State.

1) The most detailed, in geographic coverage and subject content, is the Decennial Census. Unfortunately, this is taken only once every ten years and data from the 1990 Census won't be available until 1991.

2) Between Census years the Bureau of the Census conducts the monthly Current Population Survey which is used for gathering employment and labor force data for the nation. This data is available for New York but the sample size (approximately 4,000 households) prohibits detailed tabulations for areas below the State and major metropolitan area level.

3) We work with the Census Bureau in preparing current estimates of total population for the State, counties and sub-county areas on an annual basis.

Population Factors

New York has always experienced high levels of out-migration. Historically, large in-migrant pools such as foreign immigrants, Black migration from the South, and rural to urban flows, were always sufficient to mask the population loss. In the 1970's those pools disappeared and with the economic decline of the State, resulted in a population loss of nearly 700,000 residents.

There are five primary factors affecting the current size and characteristics of the State's population:

1. Slowing rate of increase in the nation as a whole.
2. Changes in the age distribution.
3. Changes in female labor force participation.
4. Changes in minority population and labor force.
5. Foreign immigration

Slowing national growth

The rate of population growth for the U.S. has declined steadily from the peak of the baby boom years in 1957. The annual rate of growth between 1980 and 1988 has dropped below 1 percent and it is unlikely that it will increase substantially in the near future. In such a period of slow national growth it becomes increasingly difficult for any one state to increase its share of the pie. New York has done reasonably well in that respect since 1980, however the level of population growth is only about 0.2 percent per year and is far behind states in the South and West.

Certain areas of the State were growing during the seventies but this was concentrated in the nonmetropolitan counties and throughout the Mid-Hudson valley. New York City lost more than 800,000 residents and the City of Buffalo lost more than 100,000. This pattern has been reversed in many areas since 1980. The central cities of most other metropolitan areas have stabilized. New York City has grown by almost 250,000 since 1980 while growth in the rural areas of the State slowed dramatically after 1980. Only recently have counties in the Mid-Hudson valley continued the growth of the seventies.

Changes in age distribution

Changes in the age distribution in New York State between 1970 and 1980 are partially a result of the existing age structure (the baby boom) and partially the level of out-migration due to adverse economic conditions.

- Between 1970 and 1980 the number of persons under 18 declined by 1.2 million as the baby boom generation aged. This decline continued through 1987 with the loss of 300,000 and now comprises only 25 percent of the total population.
- The population 25 to 34 increased by more than 40 percent between 1970 and 1980.

- The population 35 to 55 declined by 9 percent due primarily to the heavy out-migration in the economic recessions of the seventies.

- The elderly population (65 and over) increased by 10.2 percent between 1970 and 1980.

The Department's population projections illustrate the expected changes in the age distribution of the State over the next 30 years. These show the continued dominance of the baby boom generation which in 1980 was centered in the 15 to 35 age group. By 1990 this group will be entirely absorbed into the labor force and by the year 2000 will be established in their most productive and highest income stages. By the year 2010 the baby boom will begin reaching retirement age and will place tremendous pressure on social services for the elderly and the working base population expected to support them.

A continuing impact of the baby boom is seen in the very young ages by 1990. As noted above, the number of births increased by more than 15 percent between 1980 and 1988. This high level of births will continue for perhaps another 5 years as the younger aged women of the baby boom move through their childbearing years. The impact of this "echo effect" is already being felt in elementary schools across the State.

- Elementary enrollment in the State has increased by 5 percent from the low of 1.3 million in Fall 1981 to Fall 1987.

- The population under 4 will increase by 10 percent from 1980 until it again turns down in the early 1990's.

New York State, like the nation, is getting older. The median age of the population has increased steadily since 1970 and will see a rapid increase as the baby boom ages. The size of the elderly population (over 65) is increasing and as we move to the year 2010, it will be the most rapidly growing segment of the population.

- The median age has increased from 30.3 years in 1970 to 32 years in 1980. Population projections indicate a rise to 37 years in 2000 and to 40.6 years by 2010.

- The 65 and over population increased by 10 percent between 1970 and 1980 and is projected to increase by 36 percent to 2010.

• The elderly population now comprises nearly 13 percent of the total but will approach 16 percent by 2010.

• Almost 30 percent of persons 65 and over live alone with 79 percent of these being female.

• In 1980, more than 25 percent of persons in group quarters were in homes for the aged. This represents an increase of almost 70 percent from 1970.

•The aged dependency ratio (the ratio of over 65 to the 15 to 64 population) was .19 in 1980. It is projected to increase to .23 by 2010.

Female Labor Force

National projections indicate that by the year 2000, approximately 47 percent of the labor force will be women, and 61 percent of women will be at work. These rates have been increasing steadily but since 1980 the rate of increase has slowed. The future impact of the baby boom generation is again important. In many ways their attitudes toward social and economic institutions have differed from other generations. A change in women's attitudes toward childbearing and labor force activity could have a tremendous impact on future labor force characteristics.

• The number of women in the State's labor force rose by 21.3 percent from 2.9 to 3.5 million.

• Between 1980 and 1988, women's participation increased to almost 3.7 million and now makes up 44 percent of the total.

• A higher percentage of women, and a higher percentage of mothers, were working in 1980 than in 1970. The labor force participation rate for women with school age children rose from 47.5 percent in 1970 to 58.7 percent in 1980. Similarly, the participation rate for women with preschoolers rose from 23 percent to 38 percent.

These increases account for much of the growing demand for child care but alone they do not reflect the critical differences in need between upper income, dual earner households and the needs of the poor.

Minority Composition

The racial composition of the State's population has changed dramatically over the last 15 years and has had a particularly important impact in the New York metropolitan area.

• The non-white population in the State increased from 13.2 percent in 1970 to more than 20 percent in 1980. In New York City the increase was from 23.4 percent to 39.4 percent by 1980.

Changes in data collection on the Hispanic populations makes strict comparability impossible but still indicates an increase of more than 20 percent for the State and 17 percent for New York City. Estimates indicate a continued increase in the Hispanic population of more than 25 percent between 1980 and 1988.

Nearly all of the growth in the State is attributable to minority populations; either through higher fertility rates or immigration.

• Between 1980 and 1988 only whites and Hispanics increased their proportion of the total labor force. Whites increased from 82.2 to 84.5 percent while Hispanics increased from 7.8 to 9.4 percent. Blacks declined as a percent from 12.3 to 11.8 percent as did "other races" from 5.4 to 3.7 percent.

• Within the individual racial groups, trends of participation in the labor force vary. White participation increased, again due to female entry, but Blacks and Hispanics both declined from 57.8 to 55.3 percent and 57 to 53.5 percent, respectively.

Foreign Immigration

New York has always been a port of entry for foreign immigrants, both legal and illegal. Current estimates of population apportion the total immigrant population to states on the basis of their 1980 distributions of foreign born. New York's level of immigration is consistently around 100,000 persons per year. This population is primarily Hispanic and Asian in composition, of low educational attainment, have inadequate skills, and low income.

With a relatively constant level of 100,000 immigrants per year, the State's minimal population growth rate implies a continuing high level of domestic out-migration. In 4 of the 8 years between 1980 and 1988 the State lost more than 150,000 net out-migrants. In only 1 year, 1982, did this figure drop below 100,000.

Summary

Though the State's population has shown renewed growth over the past 6 years, we should not develop a false sense of security regarding the economy and potential expansion in the future. Much of the brightest economic news (low unemployment rates) is a result of the demographic structure of the population and the aging of the baby boom generation. The State and the nation face critical decisions regarding continued labor force growth and more importantly the match of job requirements and the skill level of the available work force. Health and social service issues for child care, infant mortality, low income populations (particularly children) and care for the elderly need attention before they reach crisis points.

LABOR FORCE 2000:
Projections for New York State & Economic Development Regions
A background paper edited for *Following Dewey's Paths*

Vincent DeSantis
NYS Department of Labor, Bureau of Statistics

A full report is available @ $5 from the Bureau
Room 407, Building 12
Harriman State Office Campus
Albany, NY 12240
(518) 457-2187

Following Dewey's Paths

An Institute to formulate recruitment, education, training & certification strategies to counter New York's shortage of librarians during the '90s.
Albany, NY: November 7 & 8, 1990

SECTION I:
Projections for New York State

State and nation summary: 1974-2000

New York State

The state's labor force is projected by the New York State Department of Labor to be 9.4 million persons in the year 2000. Under this moderate of three scenarios, the size of the labor force will increase by 931,000 persons between 1987 and 2000. This represents an 11.0 percent expansion in the labor force from 1987 to 2000. The projected annual growth rate of 0.8 percent is considerably higher than the annual population growth of 0.3 percent for the same period.

Under the conservative scenario, the civilian labor force would only expand to 8.9 million, reflecting an annual growth rate of 0.3 percent, just matching the population growth rate. Under the expansive alternative, the labor force would reach 9.7 million in 2000, with an annual growth rate of 1.0 percent.

The projection detail in this report is for the moderate scenario unless otherwise indicated.

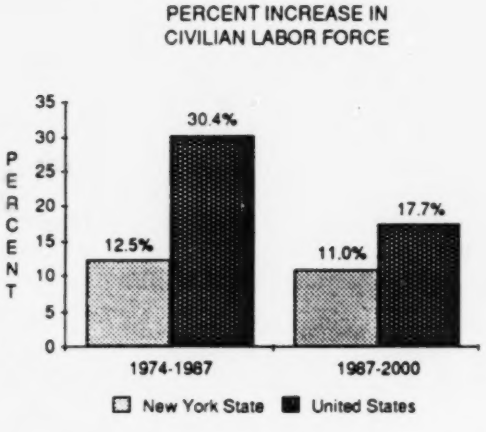
Table 1. New York State: Civilian labor force by age and sex, estimated 1987 and projected 2000, moderate alternative

Group	Civilian labor force 1987	Civilian labor force 2000	Change 1987-2000	Percent change 1987-2000	Percent distribution 1987	Percent distribution 2000	Growth rate 1987-2000
Both sexes							
16 & over	8,488,600	9,419,298	930,698	11.0%	100.0%	100.0%	0.8%
16-19	493,816	461,627	-32,189	-6.5%	5.8%	4.9%	-0.5%
20-24	1,052,236	816,810	-235,426	-22.4%	12.4%	8.7%	-1.9%
25 & over	6,942,548	8,140,861	1,198,313	17.3%	81.8%	86.4%	1.2%
Male							
16 & over	4,702,020	4,734,522	32,502	0.7%	55.4%	50.3%	0.1%
16-19	253,914	240,288	-13,626	-5.4%	3.0%	2.6%	-0.4%
20-24	564,189	405,632	-158,557	-28.1%	6.6%	4.3%	-2.5%
25 & over	3,883,917	4,088,602	204,685	5.3%	45.8%	43.4%	0.4%
Female							
16 & over	3,786,581	4,693,639	907,058	24.0%	44.6%	49.8%	1.7%
16-19	239,901	221,034	-18,867	-7.9%	2.8%	2.3%	-0.6%
20-24	488,035	409,866	-78,169	-16.0%	5.7%	4.4%	-1.3%
25 & over	3,058,645	4,062,739	1,004,094	32.8%	36.0%	43.1%	2.2%

United States

The nation's labor force is projected by the U. S. Bureau of Labor Statistics to reach 141,134,000 (moderate alternative) in the year 2000. This represents a growth of nearly 21.3 million persons from 1987 to 2000, down sharply from the 27.9 million persons added to the labor force from 1974 to 1987. In percent, the U.S. labor force is projected to increase by 17.7 percent from 1987 to 2000, down from a phenomenal 30.4 percent from 1974 to 1987. (See Chart 1.) The projected labor force growth rate is 1.2 percent per annum versus the aforementioned 0.8 percent for the state.

Chart 1.



The contrast in state and national labor force growth can be largely explained by the underlying difference in the rates of population growth for the state and nation. From 1974-1987 to 1987-2000, the state's slow pace of annual population growth is expected to diminish by only 0.1 of a percentage point while the nation's more rapid annual population growth rate is forecast to decline by 0.7of a percentage point.

Components of labor force projections, moderate alternative

The labor force projections in this report for the state and its economic development regions are the result of trends in both anticipated population changes and anticipated labor force participation rate changes. Of the 931,000 increase in the state's civilian labor force, 381,000 will be the result of population changes and 549,000 will be due to increased labor force participation. For most groups, the trend in population change was the major labor force determinant. For instance, the projected labor force for youth 16 to 24 years of age is anticipated to decline from 1987 to the year 2000 because of a substantial decline in the youth population.

Other changes in the projected labor force are due largely to expectations regarding participation rates. This is particularly the case for women age 25 and older. For women age 25 and older, a projected large increase in labor force participation is anticipated to be the main determinant of labor force size. Women age 25 years and older made up only 36 percent of the labor force in 1987. By the year 2000, they are expected to comprise 43 percent of the labor force.

Table 2. Change in labor force due to population and labor force participation New York State, 1987-2000

	Total change	Due to change in : Population	Participation rates
Both sexes			
16 & over	930,698	381,311	549,387
16-19	-32,189	-45,581	13,392
20-24	-235,426	-254,202	18,776
25 & over	1,198,313	681,094	517,219
Male			
16 & over	32,502	228,554	-196,052
16-19	-13,626	-21,142	7,516
20-24	-158,557	-139,410	-19,147
25 & over	204,685	389,106	-184,421
Female			
16 & over	907,058	151,313	755,745
16-19	-18,867	-24,729	5,862
20-24	-78,169	-115,794	37,625
25 & over	1,004,094	291,836	712,258

Population

Projections of population were prepared by the New York State Department of Economic Development. The model used to project population is a demographic model known as the cohort component model. Population is projected by five-year, age-sex cohorts utilizing individual transition rates for the three components of population change: fertility, mortality and migration. The assumptions underlying the population projections are discussed in detail in the publication: *Official Population Projections for New York State Counties - 1980 -2000* available from the New York State Data Center.

From 1987 to 2000, the population in New York State is projected to grow slowly or about 0.3 percent each year. This is significantly lower than the forecast of 0.8 percent annual growth for the nation over this period. This lower rate reflects New York's low fertility rate, compared with the nation's, and its net, albeit slowing, outmigration.

During the forecast period, the natural increase (births less deaths) in the population is expected to decline while net outmigration slows to a trickle.

	Natural increase	Net migration
1985-1990	365,673	-106,486
1990-1995	338,748	-48,812
1995-2000	240,123	-5,045

Table 3. New York State: Population age 16 and over, projected 1987 and 2000

Group	Population 1987	Population 2000	Change 1987-2000	Percent change 1987-2000	Percent distribution 1987	Percent distribution 2000	Growth rate 1987-2000
Both sexes							
16 & over	13,479,722	14,039,066	559,344	4.1%	100.0%	100.0%	0.3%
16-19	996,530	898,007	-98,523	-9.9%	7.4%	6.4%	-0.8%
20-24	1,405,468	1,058,753	-346,715	-24.7%	10.4%	7.5%	-2.2%
25-54	7,072,062	7,790,134	718,072	10.2%	52.5%	55.5%	0.7%
55 & over	4,005,658	4,292,172	286,514	7.2%	29.7%	30.6%	0.5%
Male							
16 & over	6,300,467	6,556,068	255,601	4.1%	46.7%	46.7%	0.3%
16-19	499,631	455,324	-44,307	-8.9%	3.7%	3.2%	-0.7%
20-24	696,451	521,113	-175,338	-25.2%	5.2%	3.7%	-2.2%
25-54	3,425,177	3,798,928	373,751	10.9%	25.4%	27.1%	0.8%
55 & over	1,679,207	1,780,703	101,496	6.0%	12.5%	12.7%	0.5%
Female							
16 & over	7,179,255	7,482,998	303,743	4.2%	53.3%	53.3%	0.3%
16-19	496,899	442,683	-54,216	-10.9%	3.7%	3.2%	-0.9%
20-24	709,017	537,640	-171,377	-24.2%	5.3%	3.8%	-2.1%
25-54	3,646,885	3,991,206	344,321	9.4%	27.1%	28.4%	0.7%
55 & over	2,326,451	2,511,469	185,018	8.0%	17.3%	17.9%	0.6%

Based on population projections prepared by the Department of Economic Development.

Forecasted changes in the age of New York's population through the year 2000 can be summarized by growing numbers of persons 25 years of age and older and declining numbers of youth and young adults 16 to 24 years of age. The frequently mentioned aging of the post-World War II baby-boom generation can be better described as the maturing of the baby-boom generation. (See Charts 2 and 3). This maturing of the baby boom generation, into age groups which participate heavily in the labor force, will be a major determinant of labor force size. According to the State Data Center's population projections, by the year 2000, the 35-54 age group will comprise 30 percent of the state's population in contrast to only 22 percent in 1980. The decline in the 16-24 age group will also have a significant impact on the labor force, seriously limiting the supply of entry-level workers. The number of persons in the 16-24 age group is projected to decline 18 percent from 1987 to 2000.

Chart 2.

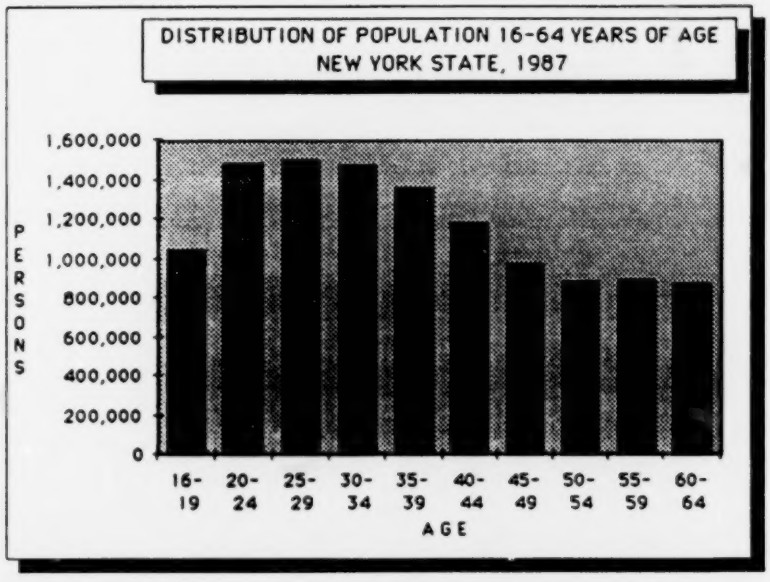
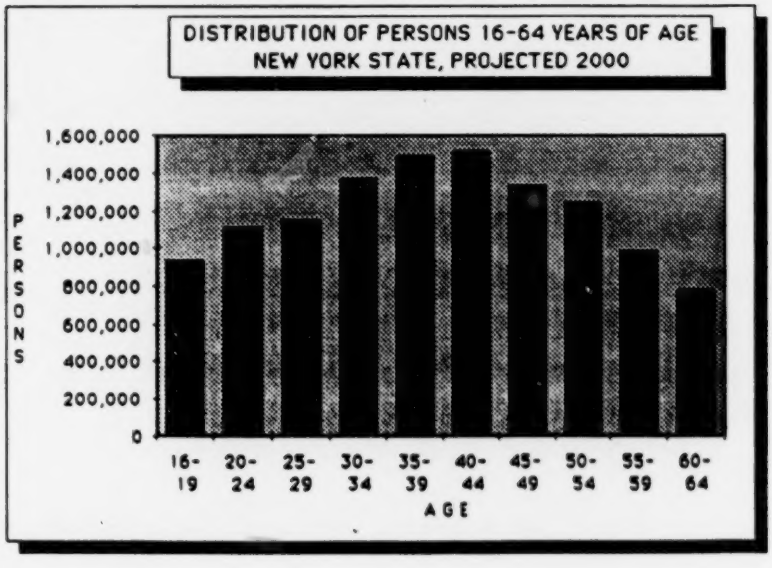


Chart 3.



Labor force participation

In New York State, because of slow growth in population, trends in labor force participation will be the most important factor affecting the size of the labor force for the foreseeable future. Labor force participation rates (the sum of employment and unemployment divided by the population) were projected by the New York State Department of Labor for the year 2000 for all 10 economic development regions. Three projections—conservative, moderate and expansive—were made for each region. While the projected civilian labor force levels are comparable with existing historical data, the participation rates have a limited utility. They are meant to be used only with the population projections prepared by the NYS Department of Economic Development discussed earlier.

Three alternative labor force projections

Labor force projections were prepared for the year 2000 for three separate scenarios — conservative, moderate and expansive. Each alternative implies progressively higher rates of labor force participation. The labor force participation rates in this report are for the moderate growth alternative.

Assumptions for each scenario

The assumptions underlying the participation rates in each scenario are:

Conservative scenario: Assumes participation rates are unchanged from 1987 to 2000. That is, age/sex specific labor force participation rates for 1987 were applied to the aforementioned population forecast. Therefore, any change in the size of the labor force from 1987 to 2000 is solely attributable to the change in the size of population and the shift in the distribution of the population.

Moderate scenario: Assumes that future trends in participation rates mimic the 1976-1987 experience. Labor force participation on the part of women rises sharply while labor force participation on the part of men declines slightly.

Expansive scenario: Assumes that future trends in participation repeat the 1976-1987 trend (Alternative 2) except that participation rates of young people increase just enough to offset their diminished numbers. As a result, despite a sharp decline in the number of young people (16-24 years) in the population, the size of the youth labor force is unchanged.

Implications of each scenario

Conservative scenario: The conservative projection for the labor force in the year 2000 is 8,868,500. This scenario implies that the availability of child care services will not change much in the years ahead. Furthermore, shortages of skilled and entry-level workers will be continual and severe.

Moderate scenario: The moderate projection for the labor force in the year 2000 is 9,419,300. This alternative implies a considerable expansion of child-care services and growing flexiblibity on the part of employers. Spot labor shortages will be commonplace, with businesses reporting difficulty recruiting qualified workers.

Expansive scenario: The expansive projection for the labor force in the year 2000 is 9,662,100. As in the moderate scenario, the expansive scenario implies a

widespread, continuing growth in child-care services and increasing flexibility by employers. Additionally, this scenario assumes that, for whatever reason, a larger proportion of young people will be attracted to the labor force.

Composition of the labor force, moderate alternative

Fewer youth will be in tomorrow's labor force.

Perhaps the most dramatic change expected to occur during the forecast period is the shrinking of the youth (16-24 years of age) labor force. The shrinking can be measured in a variety of ways but the bottom line is that in the year 2000 considerably fewer young people will be working or looking for work. From 1974 to 1987, the youth labor force was virtually unchanged totaling 1,545,000 in 1974 and 1,546,000 in 1987. In the year 2000, however, the youth labor force will number 1,278,000, down 268,000 or 17.3 percent from 1987. By the mid-1990s the shortage of entry-level workers will be most severe. Modest improvement is anticipated from the middle of the 1990s to the year 2000.

In 2000, youth will make up only 13.6 percent of the labor force, compared with 18.2 percent in 1987, a year when shortages of entry-level workers were apparent. (See Chart 4).

Workers 25 years of age and older.

The number of workers 25 years of age and older will increase slightly faster from 1987 to 2000 than in the previous 13 years. (See Chart 5). The number of workers in prime working years and older will grow by 1,198,000 or 17.3 percent from 1987 to 8,141,000 in 2000. By the year 2000, these workers will account for 86.4 percent of the labor force compared with 81.8 percent in 1987 and 79.5 percent in 1974. Most of the increase will be among workers 35 to 55 years of age

Chart 4.

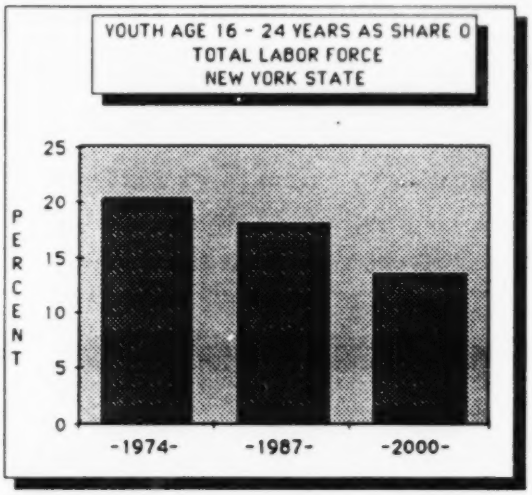
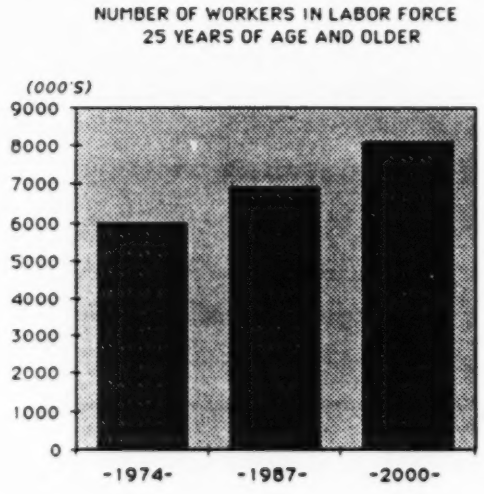


Chart 5.



Most new workers will be women.

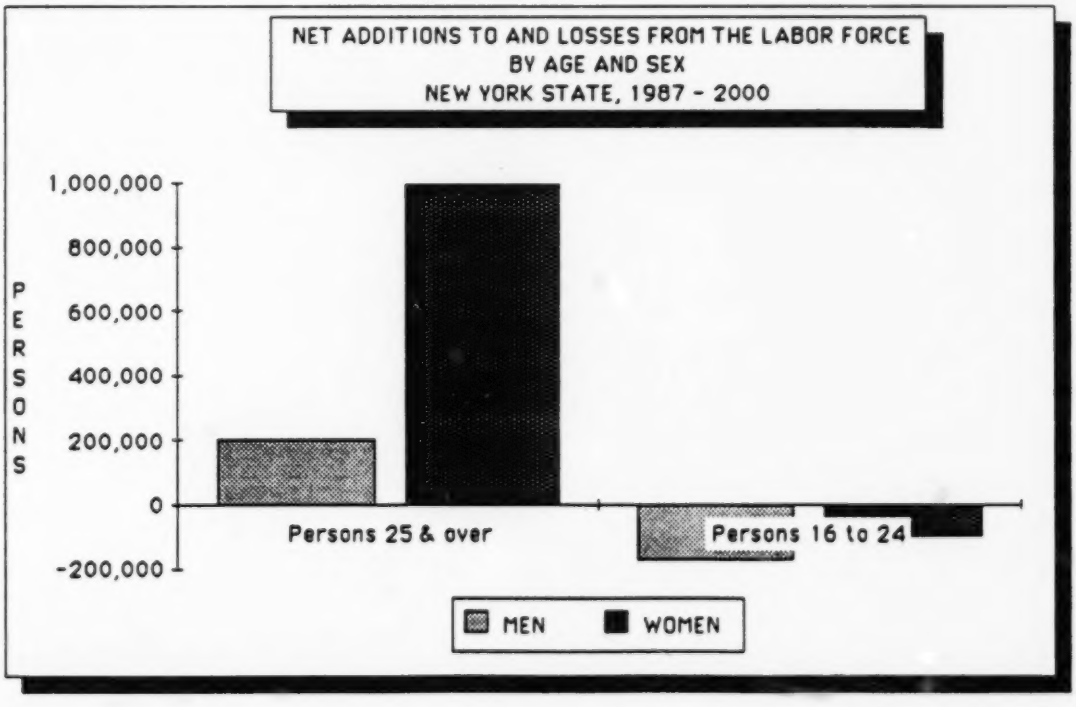
The number of women in the labor force in New York is projected to increase by 907,000 (or 24.0 percent) from 1987 to

4,694,000 in 2000, reflecting a large jump in labor force participation rate on the part of women and a slight rise in the female population. In 1987, approximately 52.7 percent of all women of working age (16 and over) were in the labor force. By comparison in 2000, the labor force participation rate of women is projected to reach 62.7 percent, a sizable increase of 10 percentage points. All of the increase in the number of women workers will be in the 25 years of age and older group. In fact, the number of women 16-24 years old in the labor force is projected to decline due to a shrinking youth population. In sharp contrast, the number of women 25 or over is projected to increase by slightly over one million from 1987 to 2000 to 4,063,000 — a one-third increase.

In 1985, labor force participation on the part of working-age (16 or older) women became the norm rather than the exception in New York State. Between 1987 and 2000, eight out of every 10 net additions to the labor force over 25 years of age will be women. For 16 to 24 year olds, both the number of men and women in the labor force will actually decline. (See Chart 6.)

In contrast to women, the number of men in the labor force is projected to increase by only 33,000 (or 0.7 percent) from 1987 to 4,735,000 in 2000. A slight decline in the labor force participation rate of men and a decrease in the male youth population will be outweighed by an increase in the male population 25 years of age and older.

Chart 6.



SECTION II:
Projections for Economic Development Regions

- **Capital** (Albany, Columbia, Greene, Rensselaer, Saratoga, Schenectady, Warren and Washington counties)
- **Central N.Y.** (Cayuga, Cortland, Onondaga, Oswego and Madison counties)
- **Finger Lakes** (Genesee, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Wyoming and Yates counties)
- **Long Island** (Nassau and Suffolk counties)
- **Mid-Hudson** (Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster and Westchester counties)
- **Mohawk Valley** (Fulton, Hamilton, Herkimer, Montgomery, Oneida and Schoharie counties)
- **New York City** (Bronx, Kings, New York, Queens and Richmond counties)
- **North Country** (Clinton, Essex, Franklin, Jefferson, Lewis, and St. Lawrence counties)
- **Southern Tier** (Broome, Chemung, Chenango, Delaware, Otsego, Steuben, Schuyler, Tioga and Tompkins counties)
- **Western N.Y.** (Allegany, Cattaraugus, Chautauqua, Erie and Niagara counties)

Summary of regional civilian labor force growth: 1987 - 2000

Labor force expansion in the state's economic development regions is anticipated to vary widely. The slowest growth is expected to occur in New York City, the largest region. Projections indicate an increase of 4.1 percent for the 13 year period, representing an annual growth rate of only 0.3 percent. The fastest labor force expansion is anticipated for the North Country, the smallest region. This region is projected to increase by 25.8 percent. This translates to an annual growth rate of 1.8 percent. In all other regions, the size of the civilian labor force is projected to grow from 11.7 percent to 16.8 percent from 1987 to the year 2000. (See Table 4.)

The Long Island region is expected to experience the largest growth in labor force from 1987 to 2000, expanding by 220,000. This increase reflects an annual growth rate of 1.1 percent. At the opposite extreme, the Mohawk Valley region is anticipated to have the smallest increase in the labor force size -- 31,000 persons, representing an annual growth rate of 1.1 percent.

For all regions except the North Country, most of the growth in the labor force is projected to arise from changes in labor force participation. In New York City, where participation rates are not expected to increase much, just over one-half of the modest growth in the city's labor force is projected to arise from participation rate changes. In the Southern Tier and Western N.Y., however, over 70 percent of the projected expansion in the labor force is attributable to change in participation rates.

Table 4. Projected percent change in the labor force from 1987 to 2000, moderate alternative

Region	Total	Due to change in: Population	Participation
North Country	25.8	15.9	9.9
Capital	16.8	7.5	9.3
Central N.Y.	15.6	6.3	9.3
Mid-Hudson	15.5	6.4	9.1
Long Island	15.4	6.2	9.1
Mohawk Valley	15.4	5.8	9.6
Finger Lakes	14.7	5.7	9.0
Southern Tier	12.9	3.7	9.2
Western N.Y.	11.7	2.5	9.2
New York State	11.0	4.5	6.5
New York City	4.1	2.0	2.1

Table 5. Projected net change in the labor force from 1987 to 2000, moderate alternative

Region	Total	Due to change in: Population	Participation
New York State	930,698	379,868	550,830
Long Island	219,946	88,884	131,062
Mid-Hudson	163,231	67,495	95,736
New York City	133,267	64,744	68,523
Finger Lakes	82,643	32,239	50,404
Capital	79,642	35,765	43,877
Western N.Y.	77,248	16,785	60,463
Central N.Y.	58,489	23,667	34,822
North Country	42,966	26,491	16,475
Southern Tier	42,456	12,161	30,295
Mohawk Valley	30,810	11,637	19,173

BEST COPY AVAILABLE

WHO ARE WE?
A Profile of Students Enrolled in Programs of Library and Information Science in New York

based on the
Library and Information Science Students' Attitudes, Demographics and Aspirations (LISSADA) Survey

A background paper for *Following Dewey's Paths*

William E. Moen
Washington, D.C.
June, 1990

Following Dewey's Paths

An Institute to formulate recruitment, education, training & certification strategies to counter New York's shortage of librarians during the '90s.
Albany, NY; November 7 & 8, 1990

WHO ARE WE?
A Profile of Students Enrolled in Programs of Library and Information Science in New York

Introduction

When considering the recruitment of librarians and information professionals, two important aspects of the issue are the education of qualified applicants for future jobs and the human resources needs of employing organizations, namely the character and quantity of library and information science positions that will need filling. These are human resources supply and demand considerations. Employing organizations should attempt to articulate and communicate projected demands for professionals. Library and information science program administrators must be cognizant of the current and anticipated needs of the library and information community when developing curriculum, education and training opportunities. The education of these future librarians and information specialists must ground the professional-to-be in the traditions and underlying principles of the profession as well as preparing them for the future work with its rapidly emerging technology and changing environments of information services and dissemination. Educational institutions and employing organizations are partners in the recruitment of future professionals to fill current and future professional positions in the library and information science community.

One approach in developing recruitment strategies is to look at the people who already have taken the step of enrolling in a master's degree program of library and information science. By describing those who are preparing or professional positions and listening to the reasons they give for their choice of profession and their aspirations for future work, profiles of the emerging supply of professionals can be developed. One can glimpse how well the qualified applicants being matriculated might match the employment environment of available jobs and salaries. For example, large number of students might be excited by the prospect of increasingly technologically based library work; since the trend in the profession is toward an increasingly hi-tech character of many library jobs, the students' responses would be an indication that these future professionals carry attitudes about technology that will likely dovetail well with the reality of the work.

The American Library Association's Office for Library Personnel Resources (OLPR) has been an active participant in developing recruitment strategies for the profession. In July 1988, OLPR sponsored "Each One, Reach One," a preconference on recruitment, to highlight perceived needs for increased recruiting initiatives at national, regional, state and local levels. A volume of papers was produced for the preconference detailing current and projected human resources needs across the profession and its specializations.[1] Additionally, preconference organizers (OLPR and the OLPR Advisory Committee) saw a need for information about the current students enrolled in library and information science programs accredited by ALA. A research project was undertaken in Fall 1987 to gather this information. The Library and Information Science Students' Attitudes, Demographics and Aspirations (LISSADA) Survey collected responses from 3484 students enrolled the Spring, 1988 in 54 master's degree programs in the United States accredited by ALA.[2] From this data, a variety of profiles have been developed.[3]

While many possible subsets of the data can be produced (e.g., subsets based on geographical region, gender, ethnic affiliation, etc.) some subsets will have more meaning than others. The LISSADA Survey was not developed as a random sample from the population of students enrolled in master's degree program, but rather attempted to gather census data on that entire population. This should be kept in mind when looking at the results presented in this paper. In addition, one should be cautioned against generalizing to the population from the LISSADA data. The 3484 respondents represents less than 40% of the total number of students enrolled in programs in Spring 1988.

Eight New York colleges and universities offered master's degree in library and information science programs accredited by ALA during Spring 1988 when the LISSADA Survey was conducted. The schools are listed below.

Columbia University - School of Library Service;

Long Island University - Palmer School of Library and Information Science;

Pratt Institute - School of Computer, Information and Library Sciences;

Queens College, City University of New York - Graduate School of Library and Information Studies;

St. John's University - Division of Library and Information Science;

State University of New York, Albany - School of Information Science and Policy;

State University of New York, Buffalo - School of Information and Library Studies;

Syracuse University - School of Information Studies.

Enrollment statistics are collected for the Fall term each year by the Association for Library and Information Science Education (ALISE). These statistics are published annually in their Library and Information Science Education Statistical Report. The total number of students enrolled in these NY school programs for Fall term 1987 was 1529, and for Fall term 1988, 1592 students. NY schools accounted for approximately 16-17% of all students enrolled in ALA accredited programs in the United States in these two years. The following table gives the enrollment statistics for Fall terms in 1987 and 1988 for the New York Schools.[4]

TABLE 1
Students Enrolled in Master's Degree Programs

School:	TOTAL	Enrollment Status: Full-time N	Full-time %	Part-time N	Part-time %	Gender: Male N	Male %	Female N	Female %
Albany									
1987	204	103	50.5	101	49.5	44	21.6	160	78.4
1988	195	93	47.7	102	52.3	36	18.5	159	81.5
Buffalo									
1987	229	104	45.4	125	54.6	41	17.9	188	82.1
1988	229	99	43.2	130	56.8	39	17.0	190	83.0
Columbia									
1987	163	55	33.7	108	66.3	42	25.8	121	74.2
1988	185	59	31.9	126	68.1	60	32.4	125	67.6
Long Island									
1987	436	3	.7	433	99.3	68	15.6	368	84.4
1988	438	65	14.8	373	85.2	55	12.6	383	87.4
Pratt									
1987	100	14	14.0	86	86.0	25	25.0	75	75.0
1988	110	26	23.6	84	76.4	35	31.8	75	68.2
Queens									
1987	164	20	12.2	144	87.8	45	27.4	119	72.6
1988	212	32	15.1	180	84.9	55	25.9	157	74.1
St John's									
1987	94	18	19.1	76	80.9	24	25.5	70	74.5
1988	77	15	19.5	62	80.5	21	27.3	56	72.7
Syracuse									
1987	139	41	29.5	98	70.5	43	30.9	96	69.1
1988	146	44	30.1	102	69.9	34	23.3	112	76.7

All eight New York schools returned completed LISSADA Survey questionnaires. A total of 488 were entered into the LISSADA database from these schools. NY schools accounted for approximately 14% of all LISSADA Survey respondents. Table 2 gives the number of LISSADA respondents from each school, the breakdown by enrollment status and by gender.

TABLE 2
LISSADA Questionnaires Returned by School

	Enrollment Status					Gender			
School	TOTAL	Full-time		Part-time		Male		Female	
		N	%	N	%	N	%	N	%
Albany	34	19	55.9	15	44.1	6	17.6	28	82.4
Buffalo	24	18	75.0	6	25.0	7	29.2	17	70.8
Columbia	43*	18	42.9	24	57.1	8	19.0	34	81.0
Long Island	260	39	15.0	221	85.0	30	12.0	221	88.0
Pratt	37*	8	22.2	28	77.8	7	18.9	30	81.1
Queens	37	7	18.9	30	81.1	10	27.0	27	73.0
St.John's	34	7	20.6	27	79.4	11	32.4	23	67.6
Syracuse	19	10	52.6	9	47.4	5	26.3	14	73.7
TOTAL	488								

*Not all questions are answered on each questionnaire. Total represents the total number of questionnaires returned. N is number of answers for each question. % is percent of total respondents answering a particular question.

Summary statistics from the NY schools are reported in subsequent sections. The number of responses from Long Island makes up over half of all the responses from NY schools (53% of all NY responses). It seemed prudent to present a column of responses for all NY schools (labeled ALL NY SCHOOLS) and a column for all NY schools without the responses from Long Island (labeled 7 NY SCHOOLS). In some of the statistics, responses in ALL NY SCHOOLS and 7 NY SCHOOLS show a large difference, an effect of the number of responses from Long Island. In other cases there is little or no difference in the statistics, meaning there was little difference in the ways respondents in all schools answered the questions. In the final column labeled LISSADA results for all 3484 respondents are reported.[5] This allows for some comparison between NY schools respondents and the aggregate responses to the survey.

LISSADA RESULTS FOR NEW YORK SCHOOLS

LISSADA RESULTS FOR NEW YORK SCHOOLS

Demographic Characteristics

Table 3 offers general demographic information about the New York students responding to the LISSADA Survey. Only percentages are reported throughout the remaining sections of this report.

TABLE 3
Gender, Ethnic Origin, Marital Status, Enrollment Status

	ALL NY SCHOOLS	7 NY SCHOOLS	LLISSADA
Gender:			
Male	17.6%	23.8%	19.1%
Female	82.4%	76.2%	80.9%
Age Ranges:			
20-24	5.7%	8.8%	7.1%
25-29	17.9%	20.7%	20.3%
30-34	16.4%	20.3%	19.4%
35-39	17.3%	16.3%	19.8%
40-44	18.1%	15.4%	17.3%
45-49	14.5%	13.7%	9.3%
50-54	6.3%	2.6%	4.5%
55+	3.8%	2.2%	2.1%
Enrollment Status:			
Full-time	25.9%	38.5%	43.9%
Part-time	74.1%	61.5%	56.1%
Ethnic Origin (U.S. citizens only):			
American Indian	.5%	.5%	.6%
Hispanic	.7%	1.0%	.8%
Asian	1.2%	1.5%	1.1%
Black	3.7%	5.0%	3.7%
White	94.0%	92.0%	93.7%
Marital Status:			
Single	27.7%	35.8%	31.7%
Single Parent	2.1%	2.7%	3.1%
Long-term relationship -not married	6.9%	10.6	6.9%
Long-term relationship -married	58.4%	48.7%	52.0%
Separated,Divorced, Widowed	4.8%	2.2%	6.3%

While the percentages of men and women respondents were similar for ALL NY SCHOOLS and LISSADA, a difference can be seen between those respondents and the respondents from 7 NY SCHOOLS. Respondents over the age of 40 accounted for 42.7% of all respondents in ALL NY SCHOOLS (33.9% in the 7 NY SCHOOLS), making this a slightly older group than represented by the LISSADA results (33.2%). Enrollment status shows that NY respondents were predominantly part-time students. Continuing minority recruitment efforts are needed throughout the profession to increase the number of minority professionals.[6] NY respondents were predominantly white with very little representation from minority groups.

Another important characteristic of the LISSADA respondents is the previous library work experience of the group. Previous work experience exposes potential professionals to possible career opportunities, the nature of the work, and allows a more realistic assessment of the work environment. Nearly one-half (44.6%) of the ALL NY SCHOOLS respondents (and 48.7% of the 7 NY SCHOOLS) had worked in a library. This compares with 52.7% for all LISSADA respondents.

Attitudes About Library and Information Science Work

The LISSADA Survey questionnaire used a series of related questions to elicit responses concerning the students' attitudes and feelings about the work for which they were preparing. Most questions offered several choices ranging numerically from 1 to 5 with captions such as "strongly agree" to "strongly disagree" or from "not at all" to "very much." The responses at the extremes of the ranges offer the least ambiguous interpretation of meaning. In what follows, the percentages given will be the percentage of total respondents answering a question who chose the most or strongest "positive" choice in the range of possible choices.

The first series asked respondents to mark to what extent they liked characteristics of the field or agreed with statements about library and information science work. Table 4 gives the results.

TABLE 4

	ALL NY SCHOOLS	7 NY SCHOOLS	LISSADA
Strongly like the increasingly hi-tech character of the work	27.3%	25.3%	29.5%
Strongly like the opportunity to quickly move into a management position	30.0%	26.9%	28.0%
Strongly agree the field offers a wide variety of positions	29.2%	32.4%	30.7%
Strongly agree the field offers a wide choice of work environments	32.0%	35.2%	31.6%
Strongly agree that the employment picture is bright in the field	21.2%	16.3%	15.6%

The percentage of ALL NY SCHOOLS respondents (21.2%) who strongly agreed with the statement "the employment picture is bright" was higher than for all LISSADA results, yet this represents less than one-quarter of all NY respondents. While certain reports offer a relatively bright picture of employment prospects, these reports may not be making it to the attention of soon-to-be graduates. For example, the Placement Center activities at ALA Annual Conference and Midwinter Meetings show increasingly more jobs available than job seekers in recent years.
At ALA Midwinter 1990, 468 job seekers and 674 jobs were registered. In 1989, 495 job seekers and 659 jobs were registered.[7]

Two questions asked respondents to express what elements were important in their choice of library and information science work. Table 5 gives the results of those respondents indicating "very important" to the factor listed in the first question and Table 6 gives the results of the second.

TABLE 5
Factors Important to Choice of Library and Information Science Work

Factor:	ALL NY SCHOOLS	7 NY SCHOOLS	LISSADA
Advancement	16.6%	18.3%	18.2%
Benefits	14.4%	14.3%	12.2%
Future Changes	23.3%	23.0%	20.4%
Intellectual Opportunities	40.9%	45.1%	40.9%
Job Security	21.7%	19.6%	19.8%
Routine Work	1.7%	1.4%	1.6%
Salary	12.5%	11.7%	10.8%
Service Orientation	26.1%	27.4%	26.4%
Stability	15.0%	11.7%	14.0%
Status	7.4%	5.4%	6.1%
Variety of Positions	24.5%	26.9%	23.0%

TABLE 6
Reasons for Choice of Library and Information Science Work

Reason:	ALL NY SCHOOLS	7 NY SCHOOLS	LISSADA
Access to the world's knowledge	33.3%	35.7%	34.7%
Alternative to teaching	25.8%	19.5%	20.4%
Availability of jobs	27.1%	19.5%	17.8%
Desire for career change	39.7%	33.0%	32.3%
Geographical mobility	19.1%	15.9%	14.3%
Good job market	24.5%	14.0%	15.8%
Importance of info. in society	35.9%	36.5%	30.2%
Need for marketable skill	31.1%	30.9%	29.1%
Numerous areas of specialization	27.5%	28.2%	23.7%
Opportunities for advancement	13.8%	13.6%	14.2%
Opportunities to serve others & the community	31.3%	34.2%	28.6%
Personal skills	40.0%	41.2%	39.0%
Previous library use	30.6%	34.7%	32.9%
Previous library experience	30.4%	33.5%	35.1%
Teaching others to access info	26.9%	26.1%	26.0%
To do research with/for others	29.6%	30.6%	25.1%
To earn a living	36.0%	33.8%	36.3%
To participate in information policy formation	7.4%	9.1%	6.8%
To complement another degree	19.9%	17.4%	19.6%
Variety of career opportunities	24.0%	24.5%	20.7%

From the first list, the factors cited by the largest number of respondents as "very important" were the intellectual opportunities and the service orientation in the work. Reasons cited as "very important" by the largest number of respondents in the second list were existing personal skills they possessed which they could bring to the work, followed closely by a desire for a career change. Over a quarter of ALL NY SCHOOLS respondents claimed an alternative to teaching as a "very important" reason for their choice of this work. While 35.9% of the respondents gave the "importance of information in society as a "very important" reason, 36% of the respondents also indicated "to earn a living" as "very important." Both idealistic and functional motives seem operative in these respondents.

Employment Aspirations

The LISSADA Survey respondents also answered questions concerning their first professional library position upon completion of the master's degree. Specific questions were asked about most important factors in choosing a first position, type of position most desired, and the library or information center environment in which they would like to work. Two questions asked about mobility when choosing the first position.

Table 7 gives the percentages of respondents who answered that a particular factor was very important when choosing the first position.

TABLE 7
Importance of Factors When Selecting First Position

Factor:	ALL NY SCHOOLS	7 NY SCHOOLS	LISSADA
Challenge of position	29.9%	32.1%	27.8%
Geographical location	52.8%	47.7%	54.5%
Kind or type of work	54.7%	56.9%	49.9%
Opportunities for advancement	24.8%	25.5%	22.5%
Personal & family concerns	41.3%	36.3%	40.2%
Salary/benefits offered	34.4%	33.5%	28.4%
Sponsoring agency or parent institution	15.0%	17.2%	14.3%
Status of the position	11.1%	11.1%	8.8%
Subject specialty opportunities	19.8%	22.8%	19.6%
Type of library or information center environment	44.2%	44.5%	41.9%

Table 8 shows the ranking, from high to low, of the respondents marking "most desired" for the possible positions. Positions are listed in rank order for ALL NY SCHOOLS.

TABLE 8
Type of Position Desired Upon Graduation

Position	ALL NY SCHOOLS	7 NY Schools	LISSADA
Youth Services	34.5%	20.3%	26.0%
Reference Service	24.2%	23.7%	28.9%
Education/Research	19.5%	17.9%	18.1%
Computers/Automation	16.9%	18.1%	16.2%
Adult Services	13.9%	10.8%	15.4%
Administration	12.1%	10.5%	12.3%
Collection Development	11.7%	11.0%	15.1%
Public Relations	9.9%	6.9%	9.0%
Service to Minority Communities	8.7%	8.8%	7.4%
Independent Librarian /Consultant	8.0%	3.2%	6.8%
Archival Work	7.5%	7.9%	8.1%
Further graduate study	7.3%	8.4%	7.8%
Network/Cooperative System Coordinator	6.0%	6.1%	5.3%
Technical Services	6.0%	6.5%	7.8%
Cataloging	5.5%	5.6%	7.6%
Bibliographic Instruction	3.5%	3.8%	7.2%
Systems Analyst	5.3%	6.5%	4.2%
Information Broker	5.1%	5.1%	5.6%
Government Documents	4.0%	3.7%	4.4%
Indexing/Abstracting	1.8%	1.4%	2.4%

Table 9 presents the work settings indicated as most desired for the first position. These are listed in rank order from highest percent to lowest percent choosing a particular selection.

TABLE 9
Work Settings Desired

Setting:	ALL NY SCHOOLS	7 NY SCHOOLS	LISSADA
School library/Media center	28.2%	17.9%	19.8%
Moderate to large public library	18.6%	13.6%	18.2%
Large academic library	17.6%	22.7%	22.7%
Special library-not corporate	17.0%	20.6%	16.8%
Research facility	15.2%	20.0%	15.5%
Small college library	13.6%	16.7%	16.4%
Small public library	12.4%	12.6%	13.0%
Corporate special library	11.3%	14.5%	13.1%
Rural public library	8.3%	8.9%	7.9%
Medical library	7.9%	10.5%	6.4%
Archives	7.7%	9.8%	7.9%
Library of Congress	7.6%	8.9%	9.8%
State library	6.8%	5.6%	7.6%
Community college	6.8%	8.3%	8.0%
Computer industry	6.4%	8.9%	5.9%
Law library	5.8%	5.6%	5.9%
Government libraries	4.4%	4.2%	7.1%

Mobility of job applicants is an issue that was addressed in the survey. Respondents were not likely to have moved from another state to attend school. The ALL NY SCHOOLS reported that 89.5% were from New York. The LISSADA results showed a population with relatively limited mobility when choosing a library program with 80.9% of respondents not moving from another state to attend school. NY students were also less likely to have little or no limitation when choosing the first position than the respondents in the LISSADA all. Table 10 shows the breakout for answers to the mobility question and which regions the respondents chose for their hoped-for first job.

TABLE 10
Where Will First Position Be Sought?

Location:	ALL NY SCHOOLS	7 NY SCHOOLS	LISSADA
Near home	54.3%	45.7%	45.1%
Already have permanent position	16.6%	16.6%	15.3%
Uncertain	15.8%	20.2%	17.0%
Little or no geographical limitation	8.2%	12.1%	16.5%
Near library school	4.0%	4.9%	5.3%
Will no seek position in library and info science	1.1%	.4%	.8%

Region of Choice:	ALL NY SCHOOLS	7 NY SCHOOLS	LISSADA
North East	91.4%	89.2%	38.3%
North Central	4.2%	3.8%	19.7%
West	2.2%	3.8%	19.1%
South	2.2%	3.3%	22.9%

These results may offer some reassurances to employers in New York since the limited mobility will mean that most respondents choose not to move away from the state, or the region, for their first position. The less optimistic side to this picture is that employers in certain areas of the state may not being able to recruit from a large pool of potential applicants if there are no applicants in their immediate vicinity. Only 8.2% of the respondents have little or no geographical limits in choosing the first position.

Expectation of Salaries

This section presents a summary of the respondents' anticipated range and their contentment with the expected salary in their first position. A key issue for any discussion of recruitment and retention is salary and wages. While the salaries for beginning librarians have been showing moderate increases in recent years, average national beginning salaries have yet to move beyond $25,000. Table 11 gives average salaries reported for beginning librarians from all New York schools reporting for 1987 and 1988 and the national average for each year.[8]

TABLE 11

Year:	NY Graduates	National Average
1987	$23,995	$22,247
1988	$25,673	$23,491

Graduates from NY schools were placed in jobs with beginning salaries 8% - 9% higher than the national average for each year. One might assume that students in a particular school would look to recent graduates and their beginning salaries to develop their own expectation of what they could look forward to earning. Questions in the LISSADA survey requested respondents to choose, in a range of salaries from $14,000 to $32,000+, what they expected to receive. A followup question asked whether or not they were content with this expected salary. The following tables present the results of those questions and a cross tabulation of expected salary by contentment response.

TABLE 12
Expected Salary in First Position

Salary Range:	ALL NY SCHOOLS	7 NY SCHOOLS	LISSADA
14,000 - 15,999	.9%	1.8%	2.3%
16,000 - 17,999	2.6%	2.7%	5.7%
18,000 - 19,999	10.2%	11.4%	15.9%
20,000 - 21,999	13.6%	19.6%	23.7%
22,000 - 23,999	26.2%	26.9%	21.6%
24,000 - 25,999	19.1%	12.3%	15.6%
26,000 - 27,999	8.5%	8.2%	5.9%
28,000 - 29,999	4.3%	3.7%	2.9%
30,000 - 31,999	4.9%	5.9%	2.5%
32,000 +	9.8%	7.3%	4.0%

Content with Expected Salary Range?	ALL NY SCHOOLS	7 NY SCHOOLS	LISSADA
YES	51.5%	47.7%	55.3%
NO	48.5%	52.3%	44.7%

TABLE 13
Contentment by Expected Range of Beginning Salary

(Numbers in columns are percentage of respondents choosing either "yes" or "no" for range of expected salary they had chosen.)

Salary Range	ALL NY SCHOOLS		7 NY SCHOOLS		LISSADA	
	YES	NO	YES	NO	YES	NO
14,000 - 15,999	0%	100%	0%	100%	37%	63%
16,000 - 17,999	58%	42%	50%	50%	46%	54%
18,000 - 19,999	40%	60%	32%	68%	49%	51%
20,000 - 21,999	41%	59%	42%	58%	55%	45%
22,000 - 23,999	40%	60%	47%	53%	52%	48%
24,000 - 25,999	55%	45%	41%	59%	59%	41%
26,000 - 27,999	57%	43%	56%	44%	61%	39%
28,000 - 29,999	75%	25%	63%	37%	67%	33%
30,000 - 31,999	74%	26%	77%	23%	73%	27%
32,000 +	78%	22%	75%	25%	79%	21%

The respondents from the NY schools show expectations for beginning salaries higher than the for all LISSADA respondents. This is in line with the higher than average beginning salaries as noted above for NY graduates. It should be kept in mind, however, that there are high rates of discontent for many of the salary ranges expected. While the respondents might have a realistic assessment a available salaries when they begin working, they are not highly content with what they expect.

Continuing Education

The field of library and information science continues to change rapidly, in part due to the rapid introduction of information technologies, the challenging funding circumstances, and the deluge of information products being marketed and used. The librarians of the future will be challenged by these and other continuing changes in their work, profession and society. One way to meet these challenges is to continue the professional education that was begun in graduate school. Table 15 shows the percentage of respondents anticipating additional educational activities once the MLS has been earned.

TABLE 14

Educational Activity/Goal:	ALL NY SCHOOLS	7 NY SCHOOLS	LISSADA
Certificate of Advanced Study in Library and Info. Science	15.4%	14.7%	12.3%
Doctorate in LIS	5.7%	5.4%	6.0%
Continuing Education Courses	46.2%	48.6%	56.4%
Subject Field Degree	18.4%	23.0%	19.3%

Summary

In many respects the New York respondents to the Library and Information Science Students' Attitudes, Demographics and Aspiration Survey are not that different from all respondents. The New York library and information science program respondent was likely to be a white woman, 35-39 years old, married, going to school part-time and somewhat likely to have worked previously in a library. As noted in the report, mobility of soon-to-be-graduates is very limited when choosing their first job. Their expected salary range is realistic given the average beginning salaries of recent New York school graduates, but the contentment level is low. While one of the strong reasons for entering the profession was the service orientation of the work, a balance must be struck between fair and equitable remuneration for work that requires an advanced educational preparation.

FOOTNOTES

1. William E. Moen and Kathleen M. Heim, eds., LIBRARIANS FOR THE NEW MILLENNIUM (Chicago: American Library Association, Office for Library Personnel Resources, 1988).

2. Kathleen M. Heim and William E. Moen, OCCUPATIONAL ENTRY: LIBRARY AND INFORMATION SCIENCE STUDENTS' ATTITUDES, DEMOGRAPHICS, AND ASPIRATIONS SURVEY (Chicago: American Library Association, Office for Library Personnel Resources, 1989).

3. Heim and Moen, OCCUPATIONAL ENTRY, see chapters IV, V, and VI. Kathleen M. Heim and William E. Moen, "Information Services Recruitment: The Challenge of Opportunity," RQ (forthcoming).

4. Association for Library and Information Science Education, LIBRARY AND INFORMATION SCIENCE EDUCATION STATISTICAL REPORT 1988, edited by Timithoy W. Sineath (State College, PA: Association for Library and Information Science Education, 1988) pp. 82-83. Association for Library and Information Science Education, LIBRARY AND INFORMATION SCIENCE EDUCATION STATISTICAL REPORT 1989, edited by Timithoy W. Sineath (Sarasota, FL: Association for Library and Information Science Education, 1989), pp. 75-76.

5. All percentages reported for LISSADA respondents taken from Heim and Moen, OCCUPATIONAL ENTRY.

6. Anne Knight Randall, "Minority Recruitment in Librarianship," in LIBRARIANS FOR THE NEW MILLENNIUM edited by William E. Moen and Kathleen M. Heim (Chicago: ALA/OLPR, 1988), pp.11-25.

7. "ALA Midwinter Roundup," LIBRARY PERSONNEL NEWS 4:23 (Spring 1990).

8. Carol Learmont and Stephen Van Houten, "Placement and Salaries 1987: The Upswing Continues," LIBRARY JOURNAL 113:29-36 (October 15, 1988). Carol Learmont and Stephen Van Houten, "Placement and Salaries 1988: The Demand Increases," LIBRARY JOURNAL 114:37-44 (October 15, 1989).

Occupational Projection for Librarianship in New York State

A background paper for *Following Dewey's Paths*

Alan Schelp, Chair,
New York Library Association Personnel Administration Committee.
June, 1990

Following Dewey's Paths

An Institute to formulate recruitment, education, training & certification strategies to counter New York's shortage of librarians during the '90s.
Albany, NY; November 7 & 8, 1990

Occupational Projection for Librarianship in New York

This working paper addresses the current and future states of the profession of Librarianship in New York State as projected to 1992. Many sources of information related to libraries and librarianship present statistics that can be used to establish employment trends in the profession. Among the most useful sources for determining the current status of librarian positions is the New York State Library's annual publication, "Library Service to the People of New York State." The statistics available here are presented concisely in a single chart that gives not only the total number of librarians in the state, but a breakdown by the type of librarian as well. The following statistics are taken from this report for the years 1986 to 1989. The numbers reported reflect the statistics gathered two years prior to the publication date (i.e. statistics in the 1986 printing are from 1984).

	Number of Libraries (L)		Number of Professionals (P)		
	1984	1985	1986	1987	*1988
Public (L)	727	733	737	739	739
(P)	3615	3631	3711	3775	3869
Academic (L)	268	263	275	276	272
(P)	2483	2641	2758	2741	2752
Schools-Public (L)	3942	3973	3799	4014	4063
(P)	3251	3335	3422	3502	3258
Schools-Nonpublic (L)	2298	1741	1803	1841	1069
(P)	1347	1389	1398	1409	1370
Special (L)	361	363	357	369	377
(P)	498	498	495	486	477
Totals (L)	7596	7073	6971	7239	6520
(P)	11194	11494	11784	11913	11726

* The 1988 figures are from the "Fact Book on the Board of Regents 1990," from the Division of Library Development.

These statistics show a trend of growth in the profession on the whole. Whereas the number of libraries has fluctuated greatly, the number of librarian positions held has maintained a pattern of increase. This trend is supported by the New York State Department of Labor's report entitled, "New York State Occupational Needs in the 90's, 1990-1992." According to the facts provided by this publication, in the 1988 base year there were 13,700 librarians employed in New York State. The projected growth for the profession would bring this total to 14,200 in the year 1992. The average number of projected openings per year is 1,560. Of these annual openings, 140 are expected to result from new positions being created, 710 are expected to occur as job separations (retirement, disability, death, etc.), and 710 are projected to arise from occupational transfers. The "Occupational Outlook Handbook, 1988-1989," from the Bureau of Labor Statistics of the United States Department of Labor has projected that new openings in the profession are expected to increase more slowly than the average for all occupations until the year 2000.

During that same time period there will be a larger than average proportion of librarians reaching retirement age. That factor will precipitate many openings due to replacement needs. To determine whether or not the need for new librarians will be met it was necessary to analyze the trend of entry into library education.

The Association for Library and Information Science Education (ALISE) was the source of the statistics used to project the number of new personnel entering the job market with Library and Information Science degrees from schools in New York State. The following chart was extracted from ALISE's annual "Library and Information Science Education Statistical Report," from the years 1986 to 1989. The scope of the analysis was the four year period from 1985 to 1988; the data for 1988 were the most recent data available. The projections were made by analyzing the data from those years and extrapolating forward. Only ALA accredited schools in New York State were included in the analysis.

Attendance at New York State Library Education Institutions 1985-1988; with projections for 1989-1991.

	1985	1986	1987	1988	1989	1990	1991
# students	1,247	1,337	1,529	1,592	*1,684	*1,776	*1,68
# FTEs	713	831	895	940	(994)	(1,047)	(1,102)

* Projections based upon average annual increase in attendance (a 20% error factor was subtracted from the average increase when extrapolating for future figures).
( ) Projections based upon: Projected # students x .58 (average(FTE/#students)).

Examining the extrapolations for new entrants into library education and the current (NYS) projections for the annual increase in professional openings, we discover that there is and will continue to be a serious imbalance. Until approximately 1991 there will not be enough new people coming into the profession to meet the demands of its growth. Perhaps as enrollment in library education increases this disparity will be alleviated. However, the trends do not appear to indicate that this will be the case. As the U.S. Department of Labor has warned, the number of librarians reaching retirement age in the period between now and the year 2000 will be above the average for all other professions. Therefore, unless we actively recruit new personnel into the field, attrition and growth will outweigh the personnel resources that we can produce.

RESOURCES

Association for Library and Information Science Education.
"Library and Information Science Education Statistical Report, 1989." Association for Library and Information Science Education: Sarasota, Florida, 1989.

Association for Library and Information Science Education.
"Library and Information Science Education Statistical Report, 1988." Association for Library and Information Science Education: State College, Pennsylvania, 1988.

Association for Library and Information Science Education.
"Library and Information Science Education Statistical Report, 1987." Association for Library and Information Science Education: State College, Pennsylvania, 1987.

Association for Library and Information Science Education.
"Library and Information Science Education Statistical Report, 1986." Association for Library and Information Science Education: State College, Pennsylvania, 1986.

New York State Department of Labor, Division of Research and Statistics.
"New York State Occupational Needs in the 90's, 1990-1992." Albany, N.Y.: New York State Department of Labor, 1989.

New York State Library.
"Fact book on the Board of Regents 1990 legislative program for libraries." Albany, N.Y.: University of the State of New York, State Education Department, 1990.

New York State Library.
"Library service to the people of New York State." Albany, N.Y.: University of the State of New York, 1989.

New York State Library.
"Library service to the people of New York State." Albany, N.Y.: University of the State of New York, 1988.

New York State Library.
"Library service to the people of New York State." Albany, N.Y.: University of the State of New York, 1987.

New York State Library. "Library service to the people of New York State." Albany, N.Y.: University of the State of New York, 1986.

United States Department of Labor, Bureau of Labor Statistics.
"Occupational Outlook Handbook, 1988-89 edition." Washington, D.C.: United States Government Printing Office, 1988.

The Role of Continuing Education in the Development of New York Librarianship

A background paper for *Following Dewey's Paths*

Charles R. McClure, Ph. D.
School of Information Studies
Syracuse University, Syracuse, NY
June, 1990

Following Dewey's Paths

An Institute to formulate recruitment, education, training & certification strategies to counter New York's shortage of librarians during the '90s.
Albany, NY: November 7 & 8, 1990

The Role of Continuing Education In the Development of New York Librarianship

Successful library management and services delivery in the 1990s will require a level of knowledge and skills unprecedented in the history of the profession. This knowledge and these skills must be identified and delivered to a broad range of constituencies if librarianship in the state of New York is to meet the needs of the citizenry. The implications for training, educating, and re-educating our human resources to deal with this new environment are staggering.

The library community must develop and implement a statewide program to accomplish the general purpose of providing on-going, dynamic, and state-of-the-art library/information studies continuing education.

Many library/information science educators estimate that the half-life of the education received in a graduate program of library/information science is 3-4 years. In other words, 50% of the education received for the MLS is out-of-date within 3-4 years of graduation. The responsibility, then, for continuing education shifts from the professional schools to the individual and the library institution.

Continuing education is a life-long learning process. It includes all efforts by individuals to increase their knowledge, abilities, competencies, or understanding in areas broadly related to library/information science. The goals of continuing education may be to:

- upgrade a person's education by working toward an advanced or additional degree
- update a person's education to make it comparable to that of a person receiving a degree at the present time
- diversify a person's education to learn about other topics or new areas in which the person has little knowledge
- specialize a person's education to obtain more detailed knowledge related to a specific topic
- re-orient a person's education to pursue a new career path within library/information science.

A program of continuing education assumes that the individual can identify areas for which education is needed, that the person is motivated to participate in a continuing education opportunity, and that there will be a range of continuing education opportunities available.

Perhaps more importantly, continuing education assumes that there are incentives and rewards for those who participate in such programs. Providers of continuing education require resources, and must be properly trained as well. Indeed, the requirements for a successful statewide program in continuing education are numerous.

Educational Obsolescence

Educational obsolescence can occur for a number of reasons. In addition to the half-life problem identified above, we might find that:

- competence has aged in the face of new knowledge and technique in the field making the librarian obsolete as compared to recent graduates and to colleagues who have kept up with the new knowledge
- competence has overspecialized and the librarian has kept up only with a very narrow field of specialization; the person has lost contact with the broader scope of knowledge and issues in library and information studies
- competence is inadequate when the person moves out of one career, or aspect of that career, into another career path
- competence was inadequate upon entry into the profession as a result of an outdated educational program, rapid changes in the field, or ignorance about library/information science "basics"
- competence is inadequate because it is based on philosophy or attitudes that no longer applies to the profession because of environmental, social, political, or technological changes.

Educational obsolescence is ongoing and occurs naturally; it is not unique to the library profession. Programs of continuing education, however, are not ongoing, and do not occur naturally.

The Existing Situation

Currently, there are a range of continuing education providers in the state of New York: professional associations, schools of library/information studies, the regional resource centers, and individual libraries. Librarians may or may not attend a particular continuing education opportunity depending on their interest in the subject, the availability of resources to support attendance, and their perceptions of whether attendance will be rewarded with either tangible or intangible benefits.

Many of the continuing education opportunities provided in the state are best described as "one-shot" workshops. While these workshops may provide useful information to participants, they are inadequate for long-term skill building, typically do not build upon previous learning activities, and lack follow-up and monitoring. Moreover, because the skill and knowledge level of the participants at the workshop vary considerably (e.g., professionals and non-professionals), it is difficult to design programs that meet the needs of all the participants.

Another concern is obtaining participation in continuing education opportunities by the range of constituency groups. There are few incentives for participation in continuing education. Indeed, many libraries in the state are unable, or unwilling, to provide staff with release time or travel support to attend continuing education opportunities. Generally, those people needing the continuing education most are those least likely to attend.

A Range of Constituencies and Educational Levels

Successful continuing education must have specific learning objectives for clearly identified target audiences. These target audiences can be identified in terms of type of library affiliation, e.g., school/media, public, academic, special, and so forth. They might also be identified in terms of functional areas of library services, e.g., reference services, automaton, programming, and so forth.

Educational levels also vary among these target groups. Minimally there are at least three levels to address:

- basic: individuals who work in libraries/information centers with no or little college education or formal coursework in library/information science
- pre-professional: those people who work in libraries/information centers with some college work but with little or no graduate level education/training in library/information science;
- post-professional: individuals who have received the masters in library/information science or equivalent degree.

Generally, it is very difficult to provide education and training at all three levels simultaneously--although that is, in fact, what frequently occurs.

If one thinks of a matrix with target audiences described in columns across the top of the page, and educational levels as rows down the left margin of the page, we have a useful framework for developing continuing education strategies. For each cell (e.g., public librarians at a pre-professional level) we could identify appropriate learning objectives, delivery mechanisms, content, necessary resources, and evaluation techniques. The key point here, however, is that different target audiences at different educational levels require different approaches to continuing education.

Delivery Mechanisms

The arrival of new information technologies makes it eminently feasible to provide a broad range of educational opportunities to different types of individuals with differing educational needs. Traditional one-day workshops and formal coursework can be augmented with distance learning techniques such as talk-back or two-way television instruction. In such approaches, students can access, remotely, a broad range of instructional opportunities.

A number of other states have carefully developed state-wide education and continuing education opportunities in library/information science by using distance learning technologies. The state of New York, however, has yet to exploit these new educational delivery systems for the benefit of librarians.

Certification Programs

At least two models for ensuring the ongoing continuing education of library/information professionals exist. The first is the school model which requires that teachers and school/media librarians complete a number of credit hours of instruction with a designated time period to remain "certified" by the state of New York.

The Medical Library Association (MLA) operates a second model. In this model, medical librarians must first be certified by meeting certain requirements before they can be "medical librarians." And, as in the first model, they then must complete a specified number of approved continuing education courses and credits over a predetermined period of time to maintain this certification.

Interestingly, there are no certification requirements for public, academic, and special librarians. A professional librarian in any of these (and other areas) may choose never to engage in any continuing education after completion of the MLA. Indeed, there is frequently little incentive for librarians to engage in continuing education in the absence of certification programs.

A Statewide Program for Continuing Education

The library community within the state of New York must address the need for, and strategies for developing, a statewide program for continuing education. Such a program would be a comprehensive plan for identifying and meeting the educational needs of various constituencies with differing levels of existing knowledge. The plan would coordinate resources among the various libraries, state agencies, library schools, and other appropriate agencies. Perhaps most importantly, it would provide incentives for participating in the program and reward those participants for engaging in the program.

Other states have considered and developed statewide plans. For example, Connexions: A Plan to Establish A Coordinated Continuing Education Program for Public Library Personnel in Kentucky (Lexington: Kentucky Department for Libraries and Archives, 1988), offers a number of possible approaches that might be considered as well as summarizing similar efforts from other states.

A key theme of this, as well as other similar studies, is the importance of clarifying the objectives for such programs, providing rewards and incentives for both the providers and the participants, and coordinating/sharing available resources.

Key Issues

A number of key issues must be addressed when considering the role of continuing education for the New York library community:

- What are the educational needs of the various constituencies?
- What should be the specific objectives of a statewide continuing education program?
- What are appropriate roles for involvement in a statewide continuing education program for the state library, the schools of library/information science, the New York Library Association, the regional reference and research library resources systems, and other key stakeholders?
- Who or what would mange the statewide continuing education program?
- To what degree should the statewide continuing education program be linked to a certification process?
- How can the quality of the continuing education opportunities be monitored and improved?
- Should continuing education credits (CEUs) be awarded to participants?
- How can both providers and participants be rewarded for engaging in the continuing education process?
- What resources will be needed to support a statewide continuing education program?

These provide a flavor of the issues that must be addressed if the education of the library community is the state of New York is to be enhanced and librarians are to meet the challenges of the 1990s effectively.

Ultimately, the state's library community must work together to marshal its resources in the development of a strategic plan for statewide continuing education. The strength of librarianship and its success in the 1990s is dependent on these human resources. A commitment to developing and enhancing these human resources through a carefully developed statewide program of continuing education is the base from which the success of all other initiatives will be determined.

AN ADDITIONAL MEANS OF DELIVERING LIBRARY EDUCATION

By Joseph F. Shubert, State Librarian and Assistant Commissioner for Libraries, and Patricia Dyer, Coordinator of Development Activities, New York State Education Department, Albany, NY

Are there sufficient numbers of minority librarians available for New York's libraries?
How might talented people who have not yet completed a baccalaureate degree be brought into the profession?
Can library schools use "distance learning" technologies?
How might library schools attract and serve a larger number of students without sacrificing quality?
Might library systems, NYLA leaders and practicing librarians help library schools prepare outstanding librarians?
How much "independent learning" can there be in professional study?

In January 1989, the Board of Regents took initial steps in establishing new minimum standards for public library service in New York State. Of the 10 basic standards proposed to the Regents by a broad-based committee of librarians, educators and trustees, one would prescribe that all public libraries, regardless of size, employ a director who holds or is eligible for a New York State Public Librarian's Certificate by the year 2000.[1] In proposing the standard, the committee emphasized that the quality of a library's service depends in large part upon the education, leadership and skills of its director.

The committee also based its proposed minimum standard on the principle that people in small communities deserve quality library services as much as do people in urban centers. All public libraries in New York State, regardless of location or size are chartered and registered educational institutions. Although public libraries are different from schools and colleges, as educational institutions, the quality of their services and the degree to which the services are accessible are important public policy concerns.

Inasmuch as public libraries serving a population of 7,500 or more are already required to have a certified librarian, the libraries that would be most affected by the proposed standard are the smaller and mostly rural libraries. Concerned about small communities, the Regents asked the Commissioner of Education "to work with rural library staff and trustees, public library system directors, library schools, Regents College Degrees and providers of distance learning to develop appropriate training and certification procedures for small libraries."

NEEDS AND OPPORTUNITIES BEYOND RURAL PUBLIC LIBRARIES

As we began to outline a framework for organizing and delivering an education and training program in response to the Regents charge, we faced two facts: the quality of library service needed by people in rural areas is no less than that needed by people in cities (rural people are not second class citizens and therefore should not have second class library service) and the current and anticipated shortage of people with master's degrees in library science strongly suggests the need to enable more people to earn that degree. We also saw clearly that the eight accredited library schools in New York State, which have each led the nation in innovations in library education, have interests that might coincide with these facts.

In this paper, therefore, we propose collaboration on the part of accredited library schools, the State Education Department, library systems, the Regents College Degree program and other providers of distance learning in developing an additional means of delivering library education: a comprehensive program to make the professional study available to a larger number of students than is now the case. There are at least three areas with which this paper does not deal. (1) It does not propose a new degree or a substitute library education program. (2) It does not address the question of which libraries should employ professional staff. (3) It does not discuss continuing education except in the context of a program for completing the requirements for the master's degree in library science (MLS). Rather, this paper focuses on new ways to deliver professional education and enable people in communities of all sizes to meet the current professional certification standards or employment requirements that include an MLS degree.

THE UNIVERSE — SOME UNKNOWN AND KNOWN FACTS

We do not have reliable estimates of the numbers of professional librarians that will be needed in New

Reprinted from *The Bookmark* -- *Library and Information Education for the Information Society*, Volume 48, Number 1, Fall 1989.

York State over the next 15 years. Those data should be gathered. We know that 399 of the smallest public libraries in New York State lack a professional director (and that many of these small libraries do not need the full-time services of a professional librarian as director, an understanding that led the standards committee to recommend that the smallest communities share directors, employ a director part-time, or contract with the library system). We have seen sobering data on projected retirements of school library media specialists and the lack of a sufficient pool of new graduates to fill positions in school libraries. We know that there are critical shortage areas in public, academic and other library fields. We know that both our current professional complement and the profile of library school student bodies do not include sufficient numbers of minority students to serve the people of New York State.

We also know that a significant number of people in New York State aspire to earning a master's degree but are unable to attend library school full time. Some seek instruction closer to their home or place of work but are frustrated because, of the eight accredited library schools, five are concentrated in the New York City metropolitan area, and the others are in Albany, Buffalo and Syracuse. We also know that many people who would become outstanding librarians cannot today matriculate in a library school because they must first earn an undergraduate degree before undertaking graduate professional study in library science. We believe that, in each of these numbers, both the supply and the demand sides are such that New York State must look for additional means of seeking out talented potential students and make it possible for them to earn the degrees they need for careers in librarianship.

More detailed information is needed concerning possible target audiences for what we propose in this paper. Data are needed on the demographic characteristics, attitudes toward and interest in professional study and the current educational levels of potential students. Potential participants might be currently employed library aides, other staff and even volunteers who demonstrate talent and interest in the profession. The data will help determine the feasibility and cost of the proposed delivery plan and the substantive content of the education components. These preliminary data could be collected by the State Education Department in collaboration with the library schools and a broadly representative advisory group.

GOALS FOR A COMPREHENSIVE PROGRAM

To extend opportunities for quality library education we propose that the Regents join with the New York Library Association, Regents College Degrees and the library schools in New York State that are accredited by the American Library Association to plan, develop and implement a comprehensive program to accomplish the following goals:

- Provide an opportunity for potential librarians, many but not all of whom are now employed in libraries, to complete the full five years of academic work at baccalaureate and graduate levels required to earn a degree from an accredited library school through combinations of distance learning, nontraditional means of instruction and university study.
- Enable individuals to enter the program at various points and continue through to the MLS.
- Increase knowledge and skills of staff from small libraries in a broad range of subject areas including information technology; library management, planning and budgeting; and programming needs of youth and adult audiences to implement more effective library services (both to help people working toward a degree and to achieve the Regents goal for improved library services).
- Develop and demonstrate the effective use of technology for distance learning and generate cooperative interinstitutional agreements in the delivery of staff development programs and a graduate MLS program.
- Establish the relationships and the support system for an ongoing public library staff development program to continue to serve the professional development needs of libraries into the next century.

ELEMENTS OF A PLAN

A comprehensive library education and training program should be developed and implemented over the next three years to achieve these goals. The statewide model would involve several organizations, academic institutions and representatives from the field in developing the program content areas and providing instruction through distance learning delivery mechanisms to reach a geographically dispersed population. The steps in the plan are:

1. Begin with an advisory committee. The innovative nature of the proposed project suggests a national advisory committee consisting of 10-12 leaders and practitioners in the library field, higher education and government to provide advice and insight into the development of the program. Organizations involved in the implementation of the program should also be represented in the advisory committee.
2. Develop an administrative framework and mecha-

nisms for selection, support and interaction of participants in the program.

3. Develop and deliver content of the program.

The comprehensive program needs three components: a liberal arts and sciences undergraduate degree, an introductory skills component focused specifically on management and programming skills needed by people already working in libraries and professional study in library and information science. Library directors and others who already possess a bachelor's degree will need not complete the first component. For those who do not possess a bachelor's degree, the program would be designed for them to complete the undergraduate degree and in-service components simultaneously and to receive college credit for the staff development component.

THE UNDERGRADUATE PROGRAM — BA OR BS IN LIBERAL ARTS AND SCIENCE — REGENTS COLLEGE

Many readers of *The Bookmark* are familiar with Regents College Degrees, a fully accredited program that offers 16 degree programs at associate and baccalaureate levels in liberal arts, business, nursing and technology.[2] The program traces its roots to 1970 when the Regents established the Regents External Degree Program. By mid-1989, some 43,000 degrees had been conferred on individuals living in every state across the nation and in other countries.

Regents College Degrees is an assessment college designed to measure and document learning rather than to teach. The faculty who teach in colleges and universities throughout New York State set the requirements for the degree and determine how credit earned toward the degrees is to be evaluated.

The outcome is a degree comparable in both content and rigor to that from an instructional college. The unique nature of Regents College lies in its balance of traditional outcome and nontraditional means of earning credit from a variety of sources. Methods of earning credit range from independent study for proficiency examinations to course work at local colleges and universities. Regents College Degrees is accredited by the Middle States Association of Colleges and Schools as well as the New York State Board of Regents. Its professional degrees are accredited by various professional accrediting associations, such as the National League for Nursing.

Some 15,000 students are currently enrolled in Regents College Degrees. They range in age from their 20s to their 80s. Three out of four students are employed full time, and most have some college credit before they enroll. After earning baccalaureate degrees, many students move on to graduate and professional study in leading universities.

To assist students completing this phase of the program, a special network of education advisors/mentors should be developed through the library systems. Regents College staff should assist in the selection and training of regional library system education advisors/mentors and serve as backup advisors for those enrolled in a degree program.

INTRODUCTORY LIBRARY SKILLS AND SERVICES TRAINING (PROGRAM I)

The content of this in-service training program would be developed by a series of curriculum development committees consisting of librarians and trustees from public libraries and faculty from institutions of higher education serving as consultants to the State Education Department. The objective of this component is to provide a comprehensive sequence of training in such areas as information technology, budgeting and management skills; and library services from various audience perspectives, including children and youth, adult and rural populations.

The curriculum development committee(s) for this component would review the content of existing extension and distance education programs for library staff for possible adaptation to New York State to reduce overall development costs. Of particular note are the Library and Information Distance Education Consortium (described later in this paper); the Rural Library Training Project offered through the Southern Alberta Institute of Technology in Calgary, Alberta, Canada, which is being adapted by the Washington State Library; and EXCEL, a certificate program in managing a small public library offered through the Ontario Library Service, Canada.

The organization of the comprehensive program into components at differing academic levels and with discrete content areas suggests for some students the possibility of an "intermediate" form of certification prior to achieving the MLS degree. Although an intermediate form of certification is not available in New York State, some states and Canadian provinces, for example, recognize paraprofessional status, variously described with the use of such terms as "associate" or "library manager" who may work under the guidance of a professional librarian in a system.

Training would be delivered through a variety of instructional technologies including distance learning, teleconferences, seminars in conjunction with NYLA and other statewide conferences and regionally based training opportunities. The program must be rigorous and college level in content and student assessment. The training program could be cosponsored with the New York Library Association.

To assist students working on bachelor's degrees to earn credit from Regents College Degrees for completing the staff development program, the program could be evaluated by the National Program on Non-Collegiate Sponsored Instruction of the University of the State of New York to secure college credit recommendations. The National Program on Non-Collegiate Sponsored Instruction serves colleges and various noncollegiate organizations nationwide by assessing the comparability of noncollegiate course work to college-level instruction and making appropriate college credit recommendations.[3] The Program builds connections between businesses and universities by promoting acceptance of noncollegiate learning, including that provided by business, labor unions, professional associations and government agencies.

ADVANCED LIBRARY SKILLS AND SERVICES TRAINING — THE MLS — PROGRAM II

The third component of the comprehensive program would consist of the fifth year of professional study in library science accredited by the American Library Association, delivered through a nontraditional format developed in collaboration with a consortium of the graduate schools of library science in New York State.

The State University's SUNYSAT satellite communications system provides the library schools with a means for delivering instruction.[4] This system can accommodate transmission of as many as four simultaneous television programs. The 64 SUNY campuses are part of the network and SUNYSAT is working with the Public Broadcasting Service and the National University Teleconference Network.

Through the consortium of graduate library school and using the SUNYSAT delivery system, all students enrolled in the program would complete a basic sequence of five courses (15 credits) cooperatively developed and taught by faculty from the consortium of graduate schools of library science. Depending upon a participant's place of residence, he or she would then complete on-campus resident course work, including a supervised research project, at one of the participating accredited library schools. To provide for professional socialization and personal contact with colleagues and teachers, a summer component should be available. The summer program would also permit students to follow the specialization in library science of their choice beyond the core courses.

Students would be required to satisfy the degree requirements for the MLS of the library school in which they enroll but would be assured that the core sequence completed via distance learning would be accepted toward the degree requirements at any of the academic institutions. Participating universities would also need to provide assurance that summer institutes and/or course work would be available for students in order to complete their entire MLS degree program within a reasonable time.

EVALUATION

A fourth step is an equally important element of our proposal: develop and implement an evaluation design. The planning, curriculum development and implementation of the education and training project should be closely monitored and evaluated throughout each phase.

An important dimension of the evaluation design would be to measure the impact of training on library services in public library systems that encourage directors of small libraries to participate.

Although there have been other programs developed to serve the needs of the staff of libraries, none of these efforts have attempted to develop and deliver a program leading to the MLS and full professional certification. This aspect of the proposed program will be breaking new ground in the field of librarianship and should be closely documented, particularly as it affects small and rural public libraries in New York State. Documented improvements and expansion of services could strengthen Regents legislative proposals to increase aid to smaller libraries for services and to underwrite staff development as a means of improving and providing quality service.

NATIONAL IMPLICATIONS

All aspects of the program described here are replicable nationally and every effort should be made, through the national advisory committee, to assist other states, professional associations and institutions of higher education to replicate the program. For example, Regents College Degrees has no residency requirement and is open to enrollment to anyone in the United States. The college credit recommendations of the National Program on Non-Collegiate Sponsored Instruction are widely recognized by colleges and universities throughout the country. Consequently, if other state libraries, professional associations or other sponsors wanted to adapt the program and offer it under the same conditions for college credit, their students could also benefit in the same way. Finally, the culminating educational activity — the study in professional librarianship — is based on internationally recognized degree requirements (reformatted and delivered via the use of technology to meet the needs of working adults) and, therefore, could be replicated by other schools of library science. New York State is fortunate in having SUNYSAT for distance learning opportunities, but a

number of other states have or are developing similar statewide technological capabilities. In fact, it is possible that one or more accredited library schools outside New York State might be interested in participating in development of the program.

In June 1989, deans and others from several accredited library schools across the nation met to discuss the feasibility of cooperation through a "Library and Information Science Distance Education Consortium." The proposed purpose of the Consortium "is to use a variety of instructional delivery systems to provide alternatives for both traditional and nontraditional student groups to access quality library and information science education."[5] According to the paper prepared for the June discussions, the Consortium could respond to the "demonstrated need among those persons who are otherwise qualified to do graduate work in library and information science, but are constrained by the barriers of time, geography, physical disability and personal and professional responsibilities not faced by the traditional student." The paper adds that the Consortium would enable schools to provide enhanced services to the more traditional student because it would make available additional faculty and courses. The University of South Carolina is taking the lead in development of the Consortium. Several library schools in New York State are involved in the discussions.

The most exciting parts of the proposal, for both New York State and the nation, are the aspects of the program that remove barriers for talented people needed to help us provide quality library service in the coming years. By integrating opportunities to earn the baccalaureate as well as professional degrees, we can open library education to hundreds of people who now are almost "locked out" of the profession because they lack the degree that admits them to library school.

The education reform movement and the demographics of educators suggest that there are major changes ahead in preparation of teachers and school administrators. Similarly, the library profession could also look to people who are considering career changes as a potential new recruitment pool. Library schools, the New York Library Association and the State Education Department have an opportunity now to address library education needs imaginatively and broadly and to develop a corps of professionals required to meet the needs of a population far different from that of even 10 years ago.

WHAT NEXT?

We discussed these concepts with the Regents Advisory Council on Libraries in November 1989. The Council encouraged us to share these ideas and to involve others in exploration of the concepts. Many people need to be involved in discussion of an effective means and a framework for organizing and delivering an education program that integrates the interests and resources of many types of institutions, including professional library schools, the library systems, the State Education Department and State Library, library practitioners and trustees and professional associations. Ultimately movement requires commitments from various constituencies. We believe the November 1990 conference organized by the New York Library Association Professional Development Committee, "Who will Follow Dewey's Paths?", offers a unique opportunity for exploring these concepts!

REFERENCES

1 Committee on Minimum Public Library Standard for New York State, *New York State Public Library Service, Minimum Standards Recommended by the Committee of Minimum Standards for New York State*, Albany, [State Education Department] 1983. 34 p.

2 University of the State of New York, *Regents College Degrees Catalog, General Information*, v. 1, Albany, The University of the State of New York, 1986. pp. 1-12.

3 *College Credit Recommendations, The Directory of the National Program on Noncollegiate Sponsored Instruction, 1989 Supplement to the 1987-88 Edition*, Albany, The State Education Department, 1989. p. iii.

4 State University of New York, *New York Network SUNYSAT Overview*, Albany, State University of New York [1988]. folder.

5 *Organization Meeting of the Library and Information Science Distance Education Consortium (LISDEC), 22 June 1989, Convention Center, Dallas, TX*, [prepared by Fred Roper, School of Library and Information Science, University of South Carolina. Columbia, SC, 1989]. 16p.